DOCUMENT RESUME

ED 060 168 UD 012 508

AUTHOR	McCoy, Frances
TITLE	Home and Community Services Occupations: Junior High School.
INSTITUTION	Houston Independent School District, Tex.
REPORT NO	Curric-Bull-69CBM25
PUB DATE	69
NOTE	90p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Community Services; Dropout Prevention; Finishing; Food Processing Occupations; Foods Instruction; Furniture; *High School Curriculum; *Homemaking Education; Institutional Personnel; Job Training; Maids; *Occupational Home Economics; *Prevocational Education; Sewing Instruction
IDENTIFIERS	Texas

ABSTRACT

This material, a tentative guide for the teaching of prevocational homemaking, was compiled in consideration of the needs of industry for trained and semi-trained youths and the needs of the youths themselves for job training. The units included in this guide are as follows: (1) Getting acquainted; (2) Organization and use of equipment; (3) Institutional food preparation and service; (4) Grooming; (5) Clothing; (6) Health; (7) Laundering; (8) Wood finishing and upholstering; (9) Industrial sewing; (10) Household services; and, (11) Job opportunities. It is suggested that the amount of time a student spends on the actual job training units be gauged according to the interest of the student. Also, for maximum job training experiences, the job training units should be reviewed throughout the year. The actual job training units are these: (1) Institutional food preparation and service; (2) Industrial sewing; (3) Laundering; (4) Household services; and, (5) Upholstery and Wood Finishing. Since all of the units are essential to training for job success, each unit must be participated in by all students. (Author/JM)

ED 060188

HOME AND COMMUNITY SERVICE OCCUPATIONS

Junior High School

Curriculum Bulletin Number 69CBM25

Prepared by

Mrs. Frances McCoy
Marshall Junior High School

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Issued by

HOUSTON INDEPENDENT SCHOOL DISTRICT

Houston, Texas

***

1969

UD 012508

PREPARED UNDER THE DIRECTION OF

Dr. Richard Slater, Associate Deputy Superintendent
Curriculum, Educational Research, and Program Development

Mrs. Ella Porter, Assistant Superintendent for Secondary Curriculum
Mrs. Jozie M. Mock, Director of Curriculum Publications
Mrs. Roberta Brisco, Editor of Curriculum Publications
Mr. J. B. Whiteley, Assistant Superintendent for Vocational Education
Mrs. Ruth Denney, Supervisor C.V.A.E.—Basic Skills

* * *

BOARD OF EDUCATION

Mr. Robert Y. Eckels, President
Mr. J. W. McCullough, Jr., Vice-President
Mrs. H. W. Cullen, Secretary
Dr. Ed H. Franklin, Assistant Secretary
Mrs. Howard Barnstone
Mr. Howard D. Moon
Mr. Elvin M. Smith

* * *

ADMINISTRATION

Mr. Glenn Fletcher
General Superintendent

Mr. Horace Elrod, Superintendent for Instruction and Administration
Dr. H. S. Brannen, Superintendent of Business and Business Manager
Dr. Charles R. Nelson, Deputy Superintendent for Elementary Schools
Dr. Woodrow Watts, Deputy Superintendent for Secondary Schools
Mr. Bobby Laird, Deputy Superintendent for Business Management

COORDINATED VOCATIONAL–ACADEMIC EDUCATION

*The Occupational Training Program in the junior high school is designed for a select group of students who are chosen for enrollment in the program by the occupational training teacher, the counselor, and the principal. Selection should be based upon an evaluation of the needs of the individual student. Each student should be evaluated on his past performance in the junior high school and will probably be typical of one or more of the following types of students:

Those who drop out of school as soon as possible

Those who are irregular in attendance and often tardy

Those who are members of low income families

Those who are recipients of welfare payments

Those who are low achievers, poor readers

Those who have ability but have failed courses

Those with a negative attitude toward self and teachers

Those with poor health records.

The major objectives of the Occupational Training Program are as follows:

To revitalize need for continued education in a select group of junior high school students

To provide information and experiences that will generate interest in occupations related to the service industries

To develop habits of efficiency, cleanliness, and safety on the job

To provide instruction in the selection, use, and care of the tools and equipment of the service industries

To provide salable skills that will be of practical value to the student who withdraws from school before graduation to obtain employment

To emphasize practical work rather than technical theory

To provide instruction in the completion of work order forms, in the understanding of customer satisfaction, in the technique of follow-up, and in the proper completion of the job

To present information on how students can become a part of the economy in their local com. ıity.

*From *Stay* Curriculum Guide, evaluation of Texas Education Agency.

FOREWORD

Suggestions for the Use of the Guide Material

This material, a tentative guide for the teaching of pre-vocational homemaking in the S.T.A.Y. program, was compiled in consideration of the needs of industry for trained or semi-trained youths and the needs of the youths themselves for job training.

The units included in this guide are as follows:

Unit 1 – Getting Acquainted
Unit II – Organization and Use of Equipment
Unit III – Institutional Food Preparation and Service
Unit IV – Grooming
Unit V – Clothing
Unit VI – Health
Unit VII – Laundering
Unit VIII – Wood Finishing and Upholstering
Unit IX – Industrial Sewing
Unit X – Household Services
Unit XI – Job Opportunities

It is suggested that the amount of time a student spends on the actual job training units be gauged according to the interest of the student. Also, for maximum job training experiences, the job training units should be reviewed throughout the year. The actual job training units are these:

1. Institutional Food Preparation and Service
2. Industrial Sewing
3. Laundering
4. Household Services
5. Upholstery and Wood Finishing

Since all of the units are essential to training for job success, each unit must be participated in by all students.

Some teachers may wish to explore the unit on Job Opportunities first; however, it has been discovered that students show more interest in exploring job opportunities after working in the classroom. Moreover, near the end of the school year, students are eager to acquire summer jobs and at that time their interest in exploring job opportunities is keen.

The grooming unit should be used throughout the course so that the students develop good grooming habits. Good grooming is essential to job success and gives the student a feeling of well-being.

The maintenance of clothing and health for job efficiency should be covered during the beginning of the course to help the student develop a feeling of self-assurance, confidence, and well-being at school.

TABLE OF CONTENTS

Coordinated Vocational--Academic Education iii
Foreword iv
Suggested Time Schedule 3
Working with Other Departments in the School 4
General Rules for the Classroom 6
Personal Rules for the Classroom 7
Safety Rules for the Classroom 8
Sanitation Rules for Food Service 9

Unit I – Getting Acquainted 11
Unit II – Organization and Use of Equipment 15

- Dish Machine 15
- Beverage Station 17
- Automatic Ice Maker 18
- Vacuum Type Coffee Maker 19
- Deep-Fat Fryer 20
- Hobart Mixer 21
- Freezer and Refrigerators 23
- Bun Toaster and Automatic Toaster 24
- Hobart Slicer 25
- Char Broiler 27
- Waffle Maker 28
- Air Vent 30
- Range 31
- Commercial Dish Machine 32

Unit III – Institutional Food Preparation and Service 35

- Salad Making 37
- Menu Planning 37
- Cake Baking 38
- Table Service 38
- Short Order Counter 40
- Freezer 42

Unit IV – Grooming 45
Unit V – Maintenance of Clothing for Job Efficiency 49
Unit VI – Maintenance of Health for Job Efficiency 53
Unit VII – Laundering 55

- Using the Washing Machine 57
- Using the Dryer 58
- Using the Dry Iron 59
- Using the Sussman Steam Iron 60

Unit VIII – Wood Finishing and Upholstering 61

Slip Seats 62
Wood Finishing on Chair Frame 63
Wood Finishing Demonstration 64

Unit IX – Industrial Sewing 65

Demonstrations for Threading 67
Directions for Threading the 246/43 Machine, the Serger 69

Unit X – Household Services 73
Unit XI – Exploring Job Opportunities 75

Duties of Various Jobs in the Classroom 79

SUGGESTED TIME SCHEDULE

Unit		Time in Weeks
I.	Getting Acquainted	1 Week
II.	Organization and Use of Equipment	1 Week
III.	Institutional Food Preparation and Service	30 Weeks
IV.	Grooming	30 Weeks
V.	Clothing	2 Weeks
VI.	Health	2 Weeks
VII.	Laundering	30 Weeks
VIII.	Wood Finishing and Upholstering	30 Weeks
IX.	Industrial Sewing	30 Weeks
X.	Household Services	30 Weeks
XI.	Job Opportunities	1 Week

WORKING WITH OTHER DEPARTMENTS IN THE SCHOOL

Since the primary purpose of the pre-vocational homemaking department is to provide experiences that lead to gainful employment, it is desirable to enlist the cooperation of the other departments. To further aid students in developing skills in jobs related to homemaking, suggestions for course content are listed:

English Department

Provide experiences such as—

Filling out job and other application forms
Writing letters of application
Composing résumés
Reading newspaper want-ads
Making and using correct sentences
Spelling words pertaining to jobs
Role-playing conversations with employers
Reading city maps
Using the Yellow Pages of the telephone directory
Practicing telephone conversations
Checking the bus station for specific information

Mathematics Department

Provide experiences such as—

Using scales and other measuring devices
Calculating cost and profit
Experimenting with equal measures
Increasing, decreasing recipes
Working with fractions
Calculating net wages
Figuring income tax and social security
Applying basic mathematics to adding sales checks
Estimating the cost of working on various jobs
Estimating the cost of clothing required for the job
Making change for purchases
Adding money for sales made in food service

Science Department

Provide experiences such as—

Learning the composition of foods and their relation to health
Studying how the body functions
Finding the effects of leavening agents on food, cake, bread
Studying calories
Studying bacteria
Studying communicable diseases
Understanding the need for health cards
Finding the reaction of clorox and stain removers to various materials

GENERAL RULES FOR THE CLASSROOM

The teacher should discuss the following rules with the students and post the list on a prominent place in the classroom:

1. Keep the window shades at the same level, adjusting them with the pull cord.
2. When the weather is bad, clean shoes before entering the classroom.
3. Clean the mirrors with rubbing alcohol; they should never be touched except when being cleaned.
4. Always use the handles or knobs on the doors to open or close them; it is unnecessary to put hands on the woodwork.
5. When turning on lights or using any electrical equipment, use one finger and avoid touching the walls. (Make sure that hands are dry.)
6. When entering the classroom, place books on racks provided for them and place wraps neatly in their proper place—never in the foods area.
7. Never leave paper on the floor or tables. Use the trash can for all litter.
8. Do not chew gum in the classroom; as a result, no gum should be found underneath tables, chairs, or on any equipment in the laboratory.
9. Clean all equipment *immediately* after *each* use.
10. Do not sit with your feet on the rungs of the chairs; feet should rest flat on the floor.
11. Arrange all tote-trays neatly at all times; they should never contain anything unrelated to their use.
12. Whenever water, or other liquids, or food is spilled, the person who spilled it must clean it up immediately.
13. Sweep the floor and scrub with clorox and water daily.
14. Clean the door mats daily.
15. Do not write or scratch on tables, walls, or furnishings in the classroom.
16. Do not scar floors by dragging tables, chairs, or other items across them.

Note: The teacher should ask the principal to have the department exterminated every three months.

PERSONAL RULES FOR THE CLASSROOM

1. Wear a hair net and wash hands before entering the foods area while it is in use.
2. Obtain a health card before handling food.
3. Use the basin in the utility room for washing hands before handling food.
4. Never put hands on the face, hair, or any other part of the body while handling food. When it is necessary to touch any part of the body, go at once to a private place to wash hands. The guests should never see this being done.
5. Keep uniforms clean and well pressed.
6. Keep the fingernails clean, free of old nail polish, and well groomed. Do not use polish of any kind when working in the kitchen.
7. Do not wear rings in the kitchen.
8. Never work with the mouth open. This is not sanitary, and it can decrease the customer's appetite.
9. Make sure the body is bathed and free of offensive odors.
10. Always be courteous to guests. Offer extra services. Remember to present a pleasing personality and practice good manners at all times.
11. Cooperate with classmates willingly.
12. Talk quietly while working with or serving food.
13. Always work only in the area to which you are assigned. For example, if you are manicuring or sewing, there should be no reason to enter the foods area.
14. If you have an open cut, make sure it is given the proper first-aid treatment and covered with a finger cot.
15. Remember your posture at all times. It tells your customer something about you. Poor posture takes away from your good looks.
16. Grooming activities should not take place when customers are in the dining area.
17. Girls may check appearance—hair, makeup, etc., during the last five minutes of class time or the first five minutes. This rule applies to girls who are not participating in grooming activities at the time.
18. Use the dressing rooms for *changing clothing.*

SAFETY RULES FOR THE CLASSROOM

1. Always keep the handles of the pans turned inward so that they cannot be knocked over.
2. Handle pots and pans with a *dry* pot holder. Wet cloths form steam.
3. When lifting a lid from a boiling pot, tilt the lid away from you between your face and the steam.
4. If you light the range with a match, strike the match *first* before turning on the gas.
5. Place burned matches on a metal container holding water—never in the waste basket.
6. Wash knives as soon as you finish using them. Dry them by running the tea towel along the back of the blade.
7. Never use knives for screw drivers or jar openers.
8. Cut with the sharp edge of the knife away from you. Use a board for slicing and chopping.
9. Sweep up broken glass with a wet newspaper and do not touch it with the fingers. Wrap it in paper and place it in the waste basket.
10. Keep the range top clear of towels,bread wrappers, or other papers.
11. Always keep the dial of the Hobart slicer on zero when the slicer is not in use.
12. Keep hands off the slicer blade at all times.
13. Never handle hot fat. Allow fat to cool before straining.
14. Clean up all spills immediately.
15. Never touch electrical outlets or plugs with wet hands.
16. Always check and report any suspicion of leaking gas.
17. When preparing potato salad, add mayonnaise just before serving to avoid the possibility of food poisoning.

SANITATION RULES FOR FOOD SERVICE

1. All food workers should scrub hands and nails thoroughly in hot, soapy water with a nail brush before starting food chore jobs. If they have to leave and come back, they should scrub again. Food workers should be scrupulous about cleanliness.
2. Do not allow perishable foods such as poultry, fish, mayonnaise, milk, or cream dishes to stand at room temperature. Bacteria flourish under such circumstances, and food poisoning may result from carelessness in handling.
3. Before using, wash all dishes, pots, pans, tableware, and working tools in hot, soapy water and rinse in scalding water.
4. Protect all food, in and out of the refrigerator, with coverings such as cellophane wrapping, foil, or plastic bags.
5. Never allow anyone with a skin infection or a cold to handle food. This will eliminate the possibility of blowing the nose, coughing, or sneezing in front of a customer.
6. Never borrow or lend a uniform or a hairnet.
7. Use tongs for handling all foods, touching foods only when necessary. Customers do not want to eat food that has been carelessly handled.
8. Do not eat or taste food in the kitchen.
9. Avoid wearing bracelets or rings in the kitchen.

UNIT I

Getting Acquainted
(Suggested Time: 1 Week)

Purpose

Learning to work cooperatively with one another
Learning about the work areas and equipment in the prevocational room.

Generalizations

One must be friendly to have friends.
Work is easier and more enjoyable if everyone cooperates.
Friendships develop from sharing and working together cooperatively.
People who do their jobs well will have a better chance for promotion.
A beginning job is a chance to understand the next job ahead.
Proper care of equipment is necessary for maintaining a good appearance and maximum efficiency.

Behavior Desired	Class Experiences
Is friendly with others *Makes introductions easily* *Shows interest in what others have to say* *Helps others feel at ease* *Realizes the advantages of job training* *Shows an interest in learning to work*	Have the students introduce themselves to other members of the class. Encourage students to discuss such things as: My favorite hobbies and interests Things I like to do to help at home The career I hope for The importance to me of prevocational job training My hopes for accomplishments in the prevocational class Discuss the purpose of the Prevocational Job Training Program. Help the students prepare a bulletin-board display to help interpret the areas of work to be studied. With the students tour the prevocational department. In the discussions include topics, such as: Skills that can be acquired as a result of working in each area Types of equipment used Care necessary for maintaining a good appearance and maximum efficiency

Behavior Desired	Class Experiences
	Have the students explain what they know about the experiment.
	Using flashcards, have the students identify various pieces of commercial equipment. (This exercise can be used for evaluation after the tour and for a discussion.)
Begins to realize what is involved in making a living	Help the students list generalizations about the use and care of the equipment.
	Conduct a question—and—answer period concerning the tour.
	Make plans for a *getting acquainted tea.*
Shows an interest in improving personal appearance	Discuss the importance of being well-groomed in the classroom and on the job.
	List and discuss the need for a— Health card Social Security card Uniform Hair net
	Have the students examine a health card and discuss what must be done to secure one.
Understands the importance of sharing responsibilities	Have the students select a class host or hostess and list the jobs to perform.
	Have the students divide into groups and select group chairmen.
	Help the students organize rotation of group work in the different work stations.
Shows a feeling of responsibility for keeping things clean	Discuss the importance of keeping the classroom attractive at all times.
	Have the students prepare a bulletin-board display on cleaning, use of equipment, or safety.
	With suggestions from students, make a list of cleaning jobs to be done in each work station.

Behavior Desired	Class Experiences
Shows a feeling of responsibility for equipment used	Set up a cleaning chart for equipment used in each area. Set up rules for working in the foods area, such as: *General rules*—Rules for using and cleaning the equipment, storage, and house cleaning *Personal rules*—Rules having to do with personal appearance or individual behavior *Safety rules*—Rules for accident prevention

UNIT II

Organization and Use of Equipment
(Suggested Time: 1 Week)

Purpose

Learning to use and store correctly and safely institutional equipment for table service

Generalization

Working with precision equipment is safer if rules are correctly followed.

Behavior Desired	Class Experiences
Shows awareness of jobs to be done and does them voluntarily *Works well with others*	Discuss jobs to be done in setting up the room for food service, such as cleaning and proper storage of equipment and utensils. **Dish Machine**
Shows interest in the use of commercial equipment	Have the students observe in the lunchroom what utensils can be washed in the commercial dish machine. Discuss.
Realizes the importance of following sanitary procedures	Show a film on the use of the commercial dish machine.
	Demonstrate the use of the commercial dish machine.
Considers time and energy-saving methods in storage of equipment in classroom	Demonstrate handling and storage of tableware after it is washed.
	Have the students practice using the dish machine by cleaning and storing all dishes, cups, glasses, and flatware.
	Discuss the care required for efficient service of dish machine.
	Discuss the best storage location for accessories to dish machine; for example, dish racks, soap, flatware, disinfectant, measuring cup, etc.
	Discuss plans for storage of equipment and supplies. Label all soaps, drawer and shelf storage, using an automatic labeler.
	Demonstrate and list cleaning jobs to be done after using the dish machine.
	Compile and discuss a glossary of terms related to the use of the dish machine.
	Discuss the reasons why plates should be arranged in stacks of twelve only.

Behavior Desired	Class Experiences
	Storage
Realizes the importance of proper storage of utensils and equipment	Discuss and demonstrate rules for the placement or arrangement of utensils and equipment. Discuss the importance of using these rules in arranging equipment. Have the students develop time and energy-saving rules to be followed in arranging the equipment in the classroom; for example: Place equipment in or near the area where it is to be used. Place equipment that is seldom used on higher shelves or extremely low shelves. Place items that are used frequently where they can easily be reached. Group together all items that are used for the same or related purposes. Store on trays such related items as coffee cups, glasses, punch cups, dishes, etc., to make handling and stacking easier. Discuss why the equipment is stored as it is. Demonstrate both good and bad locations in storage of equipment. Point out how good placement of equipment saves time and energy. Have the students set up the commercial food service area, considering each rule that was given for good arrangement of equipment. Discuss equipment layout in various types of commercial kitchens to eliminate lost motion and improve speed and efficiency. Show comparisons between large hotel type kitchens, short-order type, and cafeteria type. Describe traffic flow from kitchen to dining area for most efficient operations. (Use diagrams on poster board and let the students plot traffic flow.)

Behavior Desired	Class Experiences
	Beverage Station
Knows how to handle the equipment in various work stations	Explain and discuss the uses of the beverage station.
Is concerned about the appearance of the various work stations	Discuss how the beverage station got its name.
	Have the students make a list of jobs to be done prior to working in the beverage station.
Shows some knowledge of sanitation rules and realizes the importance of obeying them	Discuss and list sanitation rules to be followed in using the beverage station. Bring into the discussion the value of the sanitary law: No one without a health card should be permitted to open the ice machine.
	Differentiate between the ice bin and the ice machine. Have students demonstrate the use of each.
Realizes the importance of safe handling of equipment	List safety *do's* and *don'ts* concerning electrical outlets in the beverage station, especially when handling water.
Develops good safety habits	Discuss and have groups demonstrate the proper cleaning of stainless steel equipment, using baby oil, rubbing alcohol, ammonia, and a solution of water and vinegar.
	Compare each method as to (1) cost, (2) ease in cleaning, and (3) appearance.
	Discuss the importance of polishing stainless steel until dry.
	Demonstrate and discuss the following: The use of the coffee range, emphasizing correct insertion of a plug into the electrical outlet Making coffee and keeping it at the correct temperature Making tea Cleaning the coffee range Cleaning the tea urn.
	Have the students practice after each demonstration. Have a tasting party and discuss qualities of good and poor coffee; good and bad tea. Include questions such as: What makes coffee bitter? What makes tea cloudy? What makes coffee clear?

USING THE AUTOMATIC ICE MAKER

Discuss each rule as you demonstrate:

Make sure the ice maker is level both side to side and front to back.

Check adequate ventilation at the sides and at the back of the ice maker to be sure that at least 2 inches of space is provided.

Requisition the cleaning of the air-cooled condensers twice each year—in September and in March.

Flush out ice storage bin and drain the lines weekly with hot water and vinegar solution. Rinse with clear, cold water.

Requisition the cleaning of the water system twice yearly—in September and in March.

If the water supply of the school is turned off, turn the ice maker manual switch to *off position.* Lack of water can cause severe damage.

Do not store bottles in ice storage bin. Plugged drains and contaminated ice result from this.

Keep only the tea urn and large ice scoop on the hood of the ice maker.

Do not leave the bin door open.

Use the ice machine as an ice supply. Fill the ice bin in the beverage station with ice from the ice machine, using the scoop which is kept on the hood of the ice machine.

Explanation of Ice Machine

A manual switch starts the machine. Ice is produced automatically in small uniform pieces. When the storage bin fills, the thermostat shuts the machine off and causes it to start up again when ice is taken from the storage compartment. (*Note:* Manufacturers of the ice machine advise that the machine be checked and cleaned professionally once or twice yearly.)

USING THE VACUUM TYPE COFFEE MAKER

In preparing to make coffee in a vacuum type coffee maker, there are four pieces of equipment to be assembled:

The lower glass coffee decanter with handle
The upper stainless steel bowl
Filter
Coffee maker range

Step 1 – Fill the glass decanter with 12 cups of water or, if the pot is marked with three white lines, fill to the first white line.

Step 2 – Place the coffee maker range at the right of the beverage station. Turn the temperature dial to high heat.

Step 3 – Allow the water to boil.

Step 4 – Place a filter in the stainless steel upper bowl.

Step 5 – Empty contents of one 3 oz. package of coffee into the stainless steel upper bowl.

Step 6 – Insert the upper bowl into the decanter. Allow the decanter to remain on high heat until all water has risen into the upper stainless steel bowl.

Step 7 – Remove the coffee maker from the coffee range and place on a dry surface or on a dry cloth. Allow to remain until all coffee flows from the upper bowl into the lower glass part.

Step 8 – Remove the upper bowl and replace the glass decanter on the coffee range, lowering the temperature to medium heat.

Methods for cleaning the coffee maker

Remove the filter from the bowl.
Wash upper bowl and filter in soapy water.
Cool the decanter and fill with ice. Add powdered cleansers and whirl until all stains are removed.
Also demonstrate cleaning the decanter, using a mixture of 3 parts of water to 1 part of clorox.

(Note: Excess amounts of coffee should be stored in the refrigerator or freezer.)

USING THE DEEP-FAT FRYER (WELLS)

Pour cooking oil in the fry kettle.

Immerse the heating element in the oil. (*Note:* Be sure that the kettle is placed as directed.)

From *off position* set the deep-fat fryer thermostat to any desired fat temperature from 200° to 400°. (*Note:* The yellow signal light to the right of the thermostat will come on when the thermostat is turned on.)

When the signal light goes off indicating that the fat is ready, load the baskets with food to be fried.

Lower the baskets into the fat and fry until browned the desired amount. (*Note:* Food is soggy if added to fat before it has reached the correct temperature.)

When the food is cooked, raise the baskets to the drain position by hooking them over the top bar.

Turn the thermostat back to *off position.*

Cleaning the deep-fat fryer and fat

Disconnect the unit.

Strain the fat into a clean kettle.

Refrigerate the drained fat in the kettle.

Store in the freezer if the fat is not to be used for several days.

Wash the perforated trays in hot water and pot soap.

Wash the baskets in hot water and pot soap.

Wipe heating element with a cloth that has been immersed in a solution composed of 1 part vinegar and 4 parts water.

USING THE HOBART MIXER

Plug in the mixer, then show how to disconnect correctly.

Set the shifter handle at the desired speed and turn on the switch to start the motor.

To change speeds, first turn off the motor, then shift the speed handle to the desired speed:

No. 1 (low speed)—for heavy mixtures, such as dough and heavy batters
No. 2 (medium speed)—for cake batters and mashing potatoes
No. 3 (high speed)—for fast light work, such as whipping cream, whipping potatoes after mashing, beating eggs, and mixing thin batters.

(Note: In mixing operations, it is proper to start on No. 1 and then change to a higher speed as work progresses)

Bowl lift: To raise the bowl, lower the lever until it locks in position. It is necessary to lower the bowl to change beaters and lowering makes the bowl more accessible for filling. To mash potatoes, start with the bowl down and raise it slowly into mixing position.

Attachments: Stop the motor before putting an attachment into the hub, then insert with a light twist toward the left so that the stop stud of the attachment is tight against the side of the hole in the hub that receives it. When properly in place, tighten the thumb screw.

Caring for the Hobart Mixer

Note: The motor has grease-packed ball bearings and will require little attention. The transmission is packed with a special grease that will last several years. Any grease needed should be ordered from the Hobart Company.

Wash beater and bowl in soapy water. Wipe over mixer and table, using alcohol or a mixture of vinegar and water. Wipe dry.

Lubricate the bowl slideways by applying a very small amount of oil with the tip of your finger. Use only mineral oil.

A drip cup is provided (directly over the bowl and under the motor) to prevent any lubricant that might work out of the planetary gearing from dripping into the bowl. By removing two screws, take off the drip cup once a month and clean it.

BEATERS TO HOBART MIXER

WIRE WHIP

A cluster of wires for whipping or lightly beating cream, mayonnaise, eggs, meringues, boiled icings, kisses, angel food and sponge cakes, fruit whips, etc.

DOUGH HOOK

Mixes and kneeds doughs of all kinds for breads, rolls, coffee cakes, etc. Thoroughly blends ingredients, which means superior flavor and lightness.

PASTRY KNIFE

Cuts butter or shortening into flour for pies, biscuits, short-cakes, pastry shells, etc. Time for pie crust, two minutes. Assures perfect blending of fat and flour for light, airy biscuits and rich flaky pie crust.

FLAT BEATER

Both revolves and rotates in the bowl, giving a compound action which thoroughly blends and mixes all ingredients. Beats batters for butter and egg cakes; creams butter and sugar; mashes potatoes; mixes meat loaf; creams cheese, prepares uncooked icings; beats fudge,etc.

USING THE FREEZER AND REFRIGERATORS

Place the refrigerators and freezer 4 inches from the wall for condenser discharge.

Be sure the appliances are level and contacting the floor. If not, have the custodian adjust the leveling screws.

Examine the door gasket seal by closing the door on a piece of light paper at intervals of 6 inches around the perimeter of each door. When the seal is proper a substantial drag should be felt when attempting to remove the paper when the door is closed.

Do not use an extension cord on appliances. Conduits must be affixed to the junction box.

Adjust the height of the shelves inside according to daily requirements.

Caring for the freezer and refrigerators

Stainless steel: During the day frequently clean with a damp cloth then dry with a soft cloth. Baby oil, ammonia, rubbing alcohol, or a mixture of 4 parts of water and 1 part of vinegar will help remove finger prints. Dry thoroughly after using.

Interior surfaces: Spillage and poorly wrapped packages tend to cause odors; therefore the inside of the cabinet must be cleaned at least weekly. Use a solution of baking soda and warm water to clean the walls and to impart a clean odor. Periodically remove the dirt, dust, and lint that will accumulate on the condensing unit. A brush with stiff bristles will remove this or a vacuum cleaner may be used. In general, all moving parts have an adequate supply of oil for the life of the unit.

If the shelving becomes rusty, take the shelves out of the refrigerator and clean with brillo pads.

USING THE BUN TOASTER

Set the adjustment button in the lower right hand corner of each section of the toaster. Set for *D* or *dark*.

Drop two half buns in the oven slots, with the inside surface facing each other, and press down lever until it locks at the bottom. This winds the timing mechanism and turns on the current.

When buns pop up, the current is shut off automatically. (*Note:* If the bun is too dark, move the adjustment button to *L* for *lighter.*)

If a need arises to raise the bun, press up the manual trip release knob, which is just above the adjustment button. Day old buns toast more evenly than fresher buns.

Caring for the bun toaster

Wipe the toaster with a clean, soft cloth. If the toaster is placed in a greasy spot, clean with a stainless steel cleanser. Finger marks and grease will eventually burn on and turn dark if not removed often.

Pull out crumb pan daily (by black handle) and clean in soap and water.

USING THE AUTOMATIC TOASTER

Set the adjustment button, located at the lower right hand corner of the toaster, to a place between *D* (dark) and *L* (light).

Drop two slices of bread into the oven slots and press down the lever until it locks at the bottom. This winds the timing mechanism and turns on the current.

When the toast is browned as set, it will pop up and the current will cut off at the same time.

If the toast is too dark, move the adjustment button toward *L* (lighter). *(Note:* If it is necessary to raise the toast at any time, merely press up the manual release knob. This is located just above the adjustment button. Toast made of day old bread is more uniformily toasted.)

Raisin and whole wheat bread usually require a shorter time for toasting.*Do not* cut the crust off the bread before toasting. This makes the edges dry out and causes more crumbs.

Caring for the automatic toaster

Chromium plate requires only a clean, soft cloth to wipe off finger prints. If this isn't done often, grease and finger marks will burn and discolor the surface. If the toaster is in a greasy location, use a stainless steel cleaner. Be careful not to get cleaning agent into any of the openings in the front of the toaster.

Remove crumbs daily from the pull out crumb tray. To clean, wash in soap and water.

USING THE HOBART SLICER

Adjustment and storage of slicer

The slicer rests on a table provided for this purpose. The table is equipped with brakes to keep the legs from moving. Release the brakes when the table is pushed to and from the storeroom.

The feet of the machine may easily be adjusted if the slicer rests unevenly. The rubber feet will prevent the machine from slipping. (*Note:* When the slicer is not in use, always keep the slice-adjusting handle at zero. This keeps the knife fully guarded.)

Slicing Foods

Movement of the handle adjusts the thickness; for example, dried beef should be sliced on No. 1; bacon, on No. 6–8.

Put the food to be sliced in the carriage and lower the meat grip upon it.

Start the motor and set the slice adjustment at the desired figure.

When slicing, stand at the adjustment end of the machine and grasp the handle with your right hand. In this way the meat can be fed toward the gauge plate and the carriage can be slid back and forth past the revolving knife with the right hand while the left is free to arrange the slices on the receiving tray as they come from the knife.

As the meat is cut away, lift the grip and move it farther back for a new hold.

When remaining meat is only a few inches long, set the grip behind it and cut up to the last slice.

CLEANING THE HOBART SLICER

Cleaning the Hobart Slicer

Clean surface of machine daily. Make sure the knife guards are in place and the adjusting knob at *zero* when performing this operation. *Warning: The knife is very sharp; use caution.*

Materials required for cleaning:

2 plastic pails
Clean cloths
Cleaner—vinegar and water, alcohol, or ammonia

Cleaning procedure:

Study the manual.
Wipe off large scraps of meat or food, using a damp cloth.
Wipe entire outside of slicer with cleaning solution and polish until dry.

Remove guards.
Carefully wipe blade with cleaning solution and polish until dry.
Wash upper and lower guards in sink with soap and water, rinse, and wipe dry.
Reassemble lower and upper blade guard. Lock in place.
Cover slicer with dish cloth until next use.
Roll slicer into storeroom.
Wash out cloths and pails.

Caution: Do not wash polished aluminum parts in dish or pan washer.

Adjusting the Hobart Slicer for Wear

After many blade sharpenings, a Hobart service technician should be called. If the blade has been ground down to a diameter of 9½ inches, it should be replaced.

Lubrication

Put a few drops of oil in the oil carriage behind and under the slice adjustment handle once a month. An occasional drop of oil will be needed on the slide rod also.

Sharpening the knife

Study the instruction booklet.
Clean the knife with guards in place.
Push carriage all the way back.
Set the handle at 50.
Lock the grinder.
Start the motor.
Shift the handle to the right for grinding, using light pressure.
Stop motor and remove grinder unit.

Removing knife guards

Stop motor if running.
Pull out plunger and turn down.
Lift the upper guard straight upward.
Rotate the lower guard to the stop, then lift up.

LIGHTING THE CHAR BROILER

Turn the handle to the right to turn on the gas.

Light both sides, one at a time, by dropping a match in the middle of each side. *Caution:* Stand back after dropping the match because the flame may flare up.

Cleaning the Char Broiler

Remove the grates from the broiler.

Clean with a wire brush and wipe with a paper towel.

Replace the grates.

USING THE WAFFLE MAKER

Assemble all utensils and supplies:

Pastry brush
A small cup for cooking oil
Soup ladle for filling waffle iron
Prepared batter
Tongs for butter
Bowl of butter slices
Table fork and table knife

Turn on waffle iron. Place a small piece of paper inside the iron . The correct temperature is reached when the paper browns.

Using the pastry brush, lightly oil the top and bottom irons. Fill the ladle with batter and pour on the iron and quickly smooth out batter with the bottom of the ladle.

Close the lid and set the timer. The timer rings when the waffle is done.

Push the handle downward to release the top side of waffle; then lift handle upward to release the bottom side of waffle. Open the irons.

Using a fork in the right hand and a knife in the left hand, lift the waffle and put on a hot plate. Using tongs, put a pat of butter on the center of the waffle.

A "sticking waffle," although normally blamed upon the operation of the waffle baker, can usually be attributed to one or more of the following:

Insufficient shortening

This is often encountered even in prepared waffle mixes and can normally be checked by the addition of a little high grade shortening to the batter. Lack of shortening is the major cause of sticking waffles.

Stale prepared mix, baking powder, or soda

As in any baking, the final product depends upon the ingredients. Make sure your dealer supplies you with fresh mix (if used) containing the proper amount of shortening, baking powder, or soda. Do not store previously mixed batter for any length of time.

Carbonized grill

Carbon will rapidly form on grids if an improper shortening is used. Salad oil will form a gummy deposit that soon burns to a hard carbon, which is difficult to remove. If a high grade shortening is used, such as Primix, MFB, Frymax, Crisco, Vream, etc., it will form an objectionable deposit, but one that is easily removed. Carbon causes sticking. Clean your baker periodically.

Standing idle or "on" for long periods

Release of the waffle depends upon the amount of shortening left on the grid from the waffle previously cooked. A baker left "on" or idle for a period of time will burn off this layer of shortening; therefore brush the grid of your baker with the special brush furnished or apply a thin layer of good shortening before baking the next waffle. Waffles should also be baked alternately on the right and left sides with the covers left closed at all times.

Batter too thin or too thick

Too thin a batter in particular will cause a waffle to stick almost every time. On the other hand, too thick a batter will not allow the center of the waffle to be baked in the required amount of time, causing the waffle to split when the baker is opened.

Opening the baker too soon

The Wells bell timers are set to ring before an average waffle is fully baked. Some additional time should be allowed to pass before opening the baker, or splitting will occur. Splitting may also be caused by improper batter mixture (type of flour, etc.).

Incorrect temperature

This is a remote possibility on a Wells baker, as the temperature setting will not appreciably change from its original position over the years unless tampered with. The baker grids are calibrated to maintain a temperature of 398^{0}F. Should adjustments be required, call the local Wells authorized service station. (*Note:* Sticking can be corrected through using the convenient Wells "Waffle Baker Cleaning Kit" available at all dealers.)

Cleaning the Waffle Iron

Remove the drip pans and wash with soap and water in the pot sink.
Clean the waffle irons with a wire brush.
Clean the outside of the waffle maker with ammonia, alcohol, or a vinegar and water solution.
Polish until dry.

CARING FOR THE AIR VENT

To turn on air vent, turn only the middle switch to *high, low,* or *off. Do not* turn on the two side switches to the right and left.

For an unusual amount of cooking at the char broiler, open the air vents and allow them to hang down during the cooking period.

During hot weather, *do not* open the vents unless necessary since this also removes the cool air.

Cleaning the Air Vents

Clean the air vents monthly. Remove the filters and make arrangements to wash them in the cafeteria dish machine. Air vents can be a fire hazard unless properly cleaned. Clean inside and outside the vents with ammonia, alcohol, a solution of vinegar and water, or baby oil. Wipe off the covering of the light with soap and water.

LIGHTING THE RANGE

Turn on gas and light top burner pilots. (Ask the custodian to help with this job.)

Turn on burners as needed.

Oven

Remove outside part at base of oven.

Swing up shutter behind safety valve.

Depress the red button on the safety valve approximately 60 seconds to give gas time to enter the pilot.

Light match attached to match-extension wire; keep the red button depressed and light the pilot through the hole.

Hold the button for at least 5 minutes. When the button is released, the pilot should stay lighted.

The flame may be adjusted by the needle in the safety valve body.

If the oven burner safety pilot is extinguished, wait at least 5 minutes before attempting to relight it.

When a complete shut down is desired, close all burner and pilot valves, and call the custodian to turn off the gas supply.

(Note: If the oven is difficult to light, call the custodian.)

Using and Cleaning the Range

A grill brick and handle is used for cleaning the cast iron top of the stove. After this is finished, oil lightly with animal fat, such as bacon grease.

Demonstrate how to—

Avoid boiling over food
Avoid spillage or boiling over in the oven
Clean the range top
Clean the range oven
Clean around and under the range
Clean the warming shelf

USING THE COMMERCIAL DISH MACHINE (Hobart)

Turn on the switch above the dish machine.

Punch through all water holes in the wash arm and spray, using a paper clip which has been straightened, to clear the holes of collected minerals.

Remove the pair of perforated trays to the right beneath the water sprayer.

Let the water out by lifting the pipe in the center which serves as a stopper to the water well. (Empty the water well at the end of each day and leave empty until ready to use again.)

Replace the pair of trays in position.

Measure the required amount of soap from a covered coffee can labeled *dish machine soap.*

Place the soap on top of the trays.

Close right hand side of dish machine. Hold the handle to the left until the well of the dish machine fills with water to the top of the pipe.

Demonstrate insertion of drying agent, explaining its use as a water softener, drying agent, and disinfectant. *Note: Drying agent bottle must snap into position with a clicking sound to be assured of correct position.*

Demonstrate the pre-cleaning process for glasses and cups, using pot soap and vegetable brush. Pre-wash the inside and outside rims of each glass and cup, making sure that they are free of lip prints. Place glasses in flat rack and turn on dish machine.

Demonstrate and discuss the importance of this operation by using the salt test. (*Salt test:* Run three or four glasses or cups through the machine without pre-washing. Sprinkle regular household salt immediately over entire glass. Note that the salt will not adhere to grease or saliva left on the glasses; therefore they are not clean. Pre-wash the same glasses, then wash in dish machine and salt. These glasses will come out of the test completely covered with salt.)

Soak flatware in disinfectant solution, using directions on the box for the preparation and soaking period.

Demonstrate racking of cups, glasses, and flatwear in flat rack. Arrange cups and glasses on trays, making sure they do not touch each other.

Place the flatware in marlex cylinders (white plastic perforated cups) with the handles downward in the cylinder.

Push lever to the right.

Locate temperature gauges at lower section of dish machine. Wash temperature should rise to 140°; rinse temperature,to 180°. (This is a city sanitation law.)

Note: If correct temperature is not reached, repair is necessary.

Open the right hand side of the dish machine and slide the rack out. Empty the rack and place items on trays, making sure the hands do not touch mouth pieces.

Place an empty marlex cylinder cup on top of the cup containing clean flatware with the two held tightly together; empty the clean flatware from one cylinder to the other. (*Note*: This method is used to avoid hands touching clean flatware.)

Demonstrate the washing of plates and saucers in divided racks. Demonstrate the use of sprayer, emphasizing the importance of keeping the sprayer on the hook when the sprayer is not in use.

Place plates and saucers in divided rack being sure there is no overlapping of dishes.

Then proceed as for cups and glasses, using the recommended amount of dish machine soap.

Emphasize the importance of cleaning the dish machine daily.

Demonstrate the following:

Removing the sink rack and cleaning the dish machine sink

Clearing the machine of all food particles, using the dish machine garbage can for refuse

Cleaning and polishing of all machine outer parts using ammonia, alcohol, or a solution of vinegar and water

Demonstrate stacking dishes:

Stack plates and bowls in groups of 12.

Place glassware and cups upside down on trays. Two trays of glassware may be stacked one on top of the other. Place on the shelves in the beverage station. Store excess in the storeroom. Repeat for cup storage.

UNIT III

Institutional Food Preparation and Service
(Suggested Time: 30 Weeks)

Purpose

Learning to prepare foods in quantity for food service
Learning to use and care for table service equipment
Learning to set the table attractively
Learning to serve beverages
Learning to use the commercial equipment correctly and safely

Generalizations

The quality of the food served is set by the establishment.
People who pay for food service have a right to demand good quality food in return.
Food is enjoyed more if it is attractively served.
Working together in an organized manner helps develop the ability to give fast, efficient service.

Behavior Desired	Class Experiences
	Measuring Ingredients
Has knowledge of weights and measures used in commercial cooking	Demonstrate the measuring of liquid and dry ingredients and solid fats.
	Discuss types of measuring equipment such as the glass measure used for measuring liquids.
	Discuss the importance of accurate measuring of ingredients, showing the effect it has on the quality of the finished product.
Interprets and uses recipes well	Demonstrate to the class the measuring of one cup of flour. Weigh 8 ounces of flour, then place the 8 ounce portion of flour into an 8 ounce cup. Have the students discuss the results.
	Have the students study a measurement equivalents chart.
	Discuss the necessity of understanding equivalent measures.
Is accurate in measuring ingredients	Have students practice measuring each type of ingredient.
	Using a Recipe
Follows directions of the recipe well	Compile a glossary of terms and abbreviations usually found in recipes.
	Discuss the relationship of accurate measurements and correct mixing procedure to the quality of the finished product.

Behavior Desired	Class Experiences
	Set up score cards for the evaluation of breads, cookies, cakes, etc.
	Discuss time and energy-saving procedures in getting ready to cook.
Has a knowledge of and understands cooking terms and abbreviations	Demonstrate the conversion of a regular recipe to a large quantity recipe.
	Discuss the necessity of this knowledge for work in food service institutions.
	Demonstrate mixing methods, handling dough, etc.
	After the demonstration have the students practice.
Uses good time and energy saving methods in food preparation	Make biscuits, cookies, or plain cake and store in freezer for later use.
Realizes the importance of proper care of equipment	Discuss cleaning procedures necessary after food preparation, emphasizing the importance of immediate cleaning and storing of equipment after using.
	Discuss and demonstrate the cleaning methods required for sanitation and for insurance of longer and more effective use of equipment.
	Discuss storage of equipment.
Is economical in the use of left over foods	Discuss and demonstrate methods of storage such as: Wrapping cheese, meats, and lettuce Storing foods in containers to be placed in the refrigerator, pantry, and freezer.
	Discuss the methods of saving through the use of left overs, such as ham scraps, celery and onion tops, vegetables, and the like.
Has some knowledge of loss or profit and feels a responsibility for the result	Discuss factors to be considered in setting up a price list for the sale of food.
	Have the students calculate the cost of a cup of coffee.
	Using grocer's receipts, have the students calculate the cost of a sandwich and other foods offered for sale.
	Help the students write a menu and calculate the cost.

Behavior Desired	Class Experiences
	Salad Making
	Show pictures of attractive salads.
	Discuss types of salads and the nutritional value of each.
	Have the students find pictures of four types of salad: Vegetable — Meat or main dish Fruit — Molded or gelatin
	Demonstrate and discuss the preparation of salad ingredients to insure an acceptable product: Cleaning and storing salad greens Preparing and storing salad mixtures
	Discuss the types of salad dressings
Is artistic in arranging salads	Demonstrate making lettuce cups and show ways to arrange salads attractively both on plates and in bowls. Have the students evaluate the appearance of the salads.
	Have the students practice making salads.
	Discuss the nutritive and caloric value of salads and salad dressings.
Realizes that speed without accuracy is not good	Discuss the need for accuracy and speed in quantity production of salads.
	Discuss the importance of good management of time and energy in salad making.
	Demonstrate and discuss the use of storage in salad preparation.
	Menu Planning
	Discuss the use of meal patterns in meal planning.
	Demonstrate the use of a meal pattern in planning a meal.
Enjoys helping to plan meals	Demonstrate how to write a menu using the proper menu form.
Shows some ability to plan meals that have sales appeal	Discuss combining color and texture in planning menus.

Behavior Desired	Class Experiences
	Cake Baking and Decorating
Recognizes good texture in cake	Discuss the qualities of a good cake and have the students describe what they consider a good cake. Help the students make a score card for use in evaluating a cake.
Recognizes pleasing colors in cake decorations	Have the students collect pictures for ideas for cake decorations.
	Demonstrate making frostings suitable for use in cake decorating.
	Demonstrate and discuss basic directions for decorating a cake with a cake decorator set.
Shows some creativity in decorating a cake	Using cardboard and round cake pan, have the students cut out cake patterns; then practice decorating the artificial cake top.
	Using cake mixes, have each student decorate a cup cake for display.
	Have the students evaluate the cup cakes and the decorations.
	Table Service
Can prepare and serve a tasty, attractive lunch	Have the students collect pictures of types of table settings. Compare home-type table setting with table setting in different types of food service.
	Help the students set up a bulletin-board display of various types of table settings.
	Have the students set up a score card for the evaluation of good table service, including such points as: Appearance of table Personal appearance Mannerisms Conversation while eating Handling and using flatware Palatability of food.
Shows ability to prepare tasty beverages *Has the ability to pour and serve beverages with ease* *Uses time and energy saving methods in serving guests* *Uses correct serving method*	Demonstrate serving coffee and tea to customers.
	Have the students practice by serving one another.

Behavior Desired	Class Experiences
	Discuss time and energy-saving methods in serving. Discuss ways to handle hot foods or beverages in the dining area in case of a slip or a bump. Set up sanitation rules for handling plates, cups, glasses, flatware, and napkins and in the serving of the food.
Has a feeling of self-assuredness when serving food	Have the students set up a score card for evaluating good food service.
Is cordial in dealing with people	Discuss the importance of good grooming practices, attitude, efficiency, and speed for success in serving customers.
Shows enjoyment in work	Have role-play of "Miss Right" and "Miss Wrong" in approaching and serving guests; discuss the methods demonstrated.
Feels comfortable when meeting guests	Discuss the importance of neatness, cleanliness, and attractiveness in food service. Discuss the importance of serving customers in the order in which they arrive. Have the students practice setting the table and deciding on ways to save time and energy. Discuss and make a list of foods that can be prepared ahead of time and ready to serve immediately after the order is taken, such as salads, plate lunches, and desserts.
Becomes more aware of correct rules for serving *Makes steady progress in serving foods correctly*	Have the students compile a list of accepted practices in food service, such as: Serve and remove the food from the left, using the left hand. Serve and remove beverages from the right of guests. Hold plate or glass from the bottom so that fingers never touch the edge. Hold the foods low enough if guests are to serve themselves. Remove serving dishes first when clearing the table. Remove all soiled dishes in front of one person before going to the next person.

Behavior Desired	Class Experiences
	Do not stack or scrape dishes at the table. Brush crumbs on to a plate with a folded napkin. Discuss with the students the importance of eye appeal in putting food on dishes, emphasizing color arrangement and garnishes. Show pictures of good examples of food arranged attractively on the plate. Demonstrate the placement and removal of both the underliner cloth and the table cloth. Discuss the occasions when a table cloth is needed. Discuss the importance of thorough cleaning of luncheon tables after each use. Demonstrate the most sanitary method of cleansing. **Short Order Counter** Discuss and make a list of foods that can be prepared on the grill. Have the students relate the grill to a big frying pan or skillet.
Is familiar with some commercial equipment	Have the students identify equipment that is used directly in working with the grill, such as grit-cloth and holder, hamburger turner, grill cleaning solution, and drip pan.
Has a broader knowledge of terms used in commercial food service	Discuss the term *condiments.* Discuss the condiments used in different types of food. Discuss how to fill condiment trays. Demonstrate the use of the slicer, grill, condiment trays, and sandwich station by making a hot sandwich, such as hamburger, fried ham, grilled cheese; and a cold sandwich, such as egg salad or tuna fish. After the demonstration, have the students choose one food for practice in making and serving. Have each student prepare both a hot and a cold sandwich. With the students working in pairs, have them serve each other a sandwich and beverage. Have them evaluate each other.

Behavior Desired	Class Experiences
	Discuss the uses of the charcoal broiler in preparing meats and fowl. Demonstrate lighting the charcoal broiler, exphasizing safety precautions. Demonstrate making a hamburger on the charcoal broiler. Have the students compare a hamburger made on the charcoal broiler with one made on a grill, noting the difference in fat content. Demonstrate and discuss the following: Peeler Potato cutter Deep-fat fryer: Filling the fryer Emptying and cleaning the fryer Heating the fryer to correct temperature Discuss safety rules to follow in using the deep-fat fryer. Demonstrate the use of a commercial mixer using a prepared cake mix. Discuss the uses of the mixer attachments. Demonstrate the care of the mixer, stressing the importance of thorough cleaning of mixer and parts. Discuss the use of each refrigerator.
Follows time and energy saving procedures in food preparation	Arrange foods in the refrigerator at random; then have the students prepare sandwiches or gather ingredients for preparation of sandwiches, with the class members listing inconveniences in the position of the food in the refrigerator in relation to saving time and energy.
Has some understanding of the use of equipment	Discuss the best refrigerator storage for each food, with the students rearranging the food in the refrigerator. Repeat the demonstration on sandwich making, noting improvements in use of time and energy.

Behavior Desired	Class Experiences
	Discuss the use of order pads and how order numbers are checked against cash register records at the end of work shifts. Demonstrate and discuss the following: Cleaning the grill and drip pan Cleaning and sanitizing the sandwich board and work tables Cleaning the slicer Cleaning the bread and bun toaster Discuss safety precautions necessary in using commercial equipment. Discuss the refrigerator station in relation to the following: Salad making, desserts Sandwich and commercial food preparation area Waitress and surplus supplies **Freezer** Discuss which foods can be frozen and which cannot. Have the students make a list of the uses of the food freezer. Show what happens to a lettuce leaf when frozen. Discuss uses of the refrigerator freezer thermometer. Relate these to sanitation laws for protection from food-borne diseases.
Has knowledge of sanitary rules of City Health Department regarding institutional food service	Have the students study the city health inspection form which is used for rating eating establishments. Have the students compare each item on the form with the same item in the prevocational food service area. Help the students set up cleaning charts for the food service according to inspection form. Post conveniently for reference. Plan and conduct a tour of a large food service establishment.

Behavior Desired	Class Experiences
	Have the students, on their tour, observe the following: The general appearance of the institution Appearance of employees How equipment is cared for How equipment is stored How equipment is used Methods for keeping an equipment inventory Efficiency on cleanliness The need for health certificates Discuss the roles of the chef, the roast cook, the fry cook, the salad cook, the baker, the maitre d'hotel, the dining room captain (or hostess), busboys, and waitresses.

UNIT IV

Personal Care

Appearance is important in applying for a job and for working successfully on the job. Adolescents are often self-conscious and lack a feeling of security. Their concern over their appearance directly affects their poise, self-confidence, and feeling of well-being.

It is hoped that through discussions and demonstrations by beauticians, the school nurse, and the teacher, together with participation in good grooming activities in the classroom, that the students will develop a desire to improve personal appearance.

Further, maintenance of health and getting along with others for job efficiency are stressed. Clothing management and care are included to help students understand the relationship of good use of time and energy in clothing care to appearance and job efficiency.

Grooming

(Suggested Time: 30 Weeks)

Purpose

Developing the desire to become more attractive through good and proper grooming practices

Generalizations

An attractive personal appearance creates a good impression.

Behavior Desired	Class Experiences
Shows interest in improving personal appearance	Discuss the importance of developing good everyday grooming practices.
Realizes the importance of being well-groomed	Ask a student to describe to the class a person whom she admires, listing on the chalkboard all the qualities described.
Uses makeup properly	Have the students list the things every person should know how to do in order to look his best.
Uses correct grooming techniques	Set up check lists for all phases of grooming.

Behavior Desired	Class Experiences
Understands the relationship of good grooming habits to gainful employment	Ask the class what impressions the well-groomed boy or girl will make, and what impressions a poorly-groomed boy or girl will make. Make a list of supplies needed for grooming. Discuss the need for using these supplies correctly. Set up and post a grooming chart listing the activities necessary for achieving a well-groomed look. Have the students role-play "Miss Right" and "Miss Wrong"; then discuss the appearance of each and relate why they were so named. Describe the appearance of the girl who is most likely to be hired and compare with the appearance of the girl who will probably hear "Don't call me; I'll call you."
Realizes the need for the use of a deodorant	Discuss and show the four forms of deodorants: powder, liquid, paste, roll-on. Discuss the advantages and disadvantages of each. Set up a display of the various types of deodorants and compare the prices of each.
Uses a deodorant daily	Discuss the need for using a deodorant daily. Demonstrate, discuss, and provide written directions for the following activities: Manicuring and pedicuring Shampooing and setting hair Styling hair
Assumes some responsibility for keeping order in the grooming area	Discuss proper use and care of a hair dryer. (*Note*: The hair dryer filter should be washed with soap and water depending on frequency of use. Check weekly to determine need for cleaning.) Discuss the use and care of sterilizers. Discuss the use and proper cleaning of the shampoo basin.
Realizes the importance of following sanitary practices in grooming	Discuss the need for cleaning and sterilizing all grooming supplies after each use.

Behavior Desired	Class Experiences
	Have the students practice after each demonstration.
	Demonstrate cleaning bases of styling and shampoo chairs with vinegar and water solution, ammonia, alcohol, or baby oil. (*Note:* Remind the students to avoid handling sharp objects near the plastic grooming chairs.)
	Discuss reasons for not pushing chairs against the wall.
	Set up standards for the general appearance of the grooming area. Give reasons for keeping it neat and clean. Discuss and make plans for the best use of storage facilities in the grooming area, including storage for used towels and the like.
	Set up cleaning charts for keeping the grooming area neat, clean, and attractive at all times. Post the charts.
	Include in the charts jobs to be done daily, such as cleaning combs, brushes, rollers, the floor, mirrors, etc. Include items to be cleaned weekly, such as containers for combs, rim around jars; bi-monthly jobs, such as cleaning cabinet, sterilizer; and monthly jobs, such as cleaning window sills, waxing furniture, base boards, floors, etc.
Attempts to select becoming hair styles	Have the students bring in pictures of attractive hair styles for teen-agers. Make a bulletin-board display of hair styles.
	Working in pairs in front of a mirror, have the students study face shapes for deciding on becoming hair styles.
Seeks information concerning hair care	Discuss and demonstrate proper brushing procedures for the hair.
Keeps hair clean and brushed	Have the students study pictures of hair styles; then practice setting their hair according to directions. Discuss the results.
Understands the importance of a good complexion for good looks	Discuss the relationship of the complexion to the personal appearance.
Shows interest in the proper care of the skin	Have the students make a list of things that contribute to bad complexion; to a good complexion.
Has knowledge of factors that contribute to good complexion	Make a list of foods that are especially beneficial to complexion, such as lean meats, fruits, salads, vegetables, etc.

Behavior Desired	Class Experiences
Realizes that adolescence is a period when proper diet is especially essential to a good complexion	Make a list of foods that are harmful to the complexion, such as chocolate bars, potato chips, carbonated beverages, etc.
	Discuss the importance of keeping the skin clean. Demonstrate methods and have the students practice cleaning the face.
Uses own grooming supplies	Set up a display of grooming accessories for skin care. Discuss reasons why a person should use his own grooming supplies.
	Discuss the importance of having attractive, well-groomed hands.
	Have a student tell the class her reaction to a person with dirty hands and nails.
Is concerned about the appearance of the hands and feet	Make a list of supplies needed in caring for hands and feet.
	Have the students discuss the need for keeping the toenails manicured and the feet clean.
Knows how to manicure and pedicure	Discuss the dangers of wearing shoes or clothing that belongs to another person.
Keeps feet well groomed	Discuss the importance of selecting the correct shoe size and the effect on job efficiency, personal appearance, and posture.
Wears her own clothing	
Selects and uses cosmetics correctly	Discuss and make a list of factors involved in the selection of nail polish and lipstick colors.
	Using swatches of fabrics, set up a display of nail polishes, lipsticks, and fabric colors that go together.
	Have the students practice manicuring.
Realizes that hand care is essential to good appearance	Discuss the advantages of using clear nail polish or no nail polish.
	Discuss the effects of nail biting on the appearance of the hands. Relate nail biting to sanitation.
Realizes that poor posture affects both appearance and health	Discuss the effect posture has on a person's appearance and the way he feels, and on his health and job efficiency.
Shows some improvement in posture	Demonstrate proper sitting, standing, and walking. Have the students, working in groups, practice walking, sitting, and standing.
Is conscious of posture defects	Organize a posture clinic.
Makes an attempt to correct such defects	Discuss the different types of posture defects and their possible causes.

UNIT V

Maintenance of Clothing for Job Efficiency

The Maintenance of Clothing Unit is designed to aid students in developing increased awareness of the need for neat, clean, well-fitted clothing for job success.

Many girls lack the ability to make changes and corrections necessary for acquiring neatness and cleanliness in dress. This unit provides experiences that lead to skills in simple mending and altering of clothing.

Trends in color and style have changed drastically and will continue to change; therefore there is a need to help students develop good taste in dress. With this in mind, experiences are included to help the student gain a knowledge of pleasing color combinations and appropriate styles.

Maintenance of Clothing

(Suggested Time: 2 Weeks)

Purpose

Learning to care for clothing to improve appearance
Learning to dress in a manner suitable for obtaining and holding a job

Generalizations

Employers expect their employees to present neat and clean appearance at all times.
A person has a feeling of well-being if he knows he is dressed appropriately.

Behavior Desired	Class Experiences
	Show pictures of employees on various jobs. Discuss types and appearance of clothing worn by employees. Discuss the clothing worn by various employees observed during field trips. Have the students express their opinions about these employees and their choice of clothing. Discuss such topics as– • Importance of neatness on the job • How the personal appearance of employees affects the business

Behavior Desired	Class Experiences
Recognizes the need for repairing clothing and the relationship of neat attire to personal appearance	Have the class make a list of the things they can do to assure neatness of dress for job success. List such clothing repair as— Replacing buttons, snaps, hooks, and eyes Repairing or replacing zippers Patching Mending rips Hemming—changing old hem lines Altering—changing old seam lines
Realizes the importance of keeping clothing repaired	Discuss the importance of being able to repair one's own clothing. Discuss and have the students comment on the effects of the following: A dress too large, belted to fit A dress too long (or too short) A zipper or placket opening fastened together with a pin A waist line torn and pinned A black dress hemmed with white thread which shows Buttons missing and clothing pinned in place (or left open)
Realizes the importance of dressing neatly	Have the students predict the outcome of a job interview when the person seeking the job has one of the above faults in his clothing. Have the students bring to class blouses, skirts, dresses, and the like that are in need of repair. Examine and discuss the repairs needed.
Is aware of and knows how to use sewing equipment	Discuss equipment and supplies needed for repairing clothing. Make a list of these supplies on the chalkboard. Set up a bulletin-board display of equipment and supplies needed for repairing clothing.
Has the ability to make simple repairs on clothing	Demonstrate the following: Sewing on buttons Sewing on hooks, eyes, and snaps Hemming Changing the hem line Pressing new hem line Removing or ripping old seams Making new seams Pressing seams Patching Darning Mending seams both crosswise and lengthwise

Behavior Desired	Class Experiences
	Have the students make the needed repairs on their own garments. Set up a display of clothing repaired in class.
Follows a good plan of clothing management	Discuss the relationship of clothing management to job success and the effect of clothing management on promptness and neatness on the job.
Is conscious of the need for promptness	With the class make a list of things that can be done to assure promptness and neatness on the job. Include things such as–
Realizes the importance of pre-arranging clothing to save time and energy	Proper care and storage of under and outer garments Good selection, proper care, and storage of shoes Proper and immediate removal of stains Deciding in advance the clothing needed next day
Realizes that a good plan for clothing management is necessary	Have the students discuss and set up charts for proper care and storage of clothing.
Realizes clothing cost can be reduced considerably by proper care of clothes	Plan a cleaning and repair project for the maintenance of clothes. Have the students collect and clean the clothing from the lost-and-found department of your school. Have groups of students examine each article of clothing and make the needed repairs.
Recognizes the need of care in cleaning clothes	Discuss the different fabric types and the cleaning method each requires: Dry clean Hand wash Machine wash Have the students sort a pile of clothing and discuss the need for sorting clothes before cleaning.
Uses the dry cleaning machine correctly	Plan a trip to a local washateria which is equipped with dry cleaning machines. Demonstrate and discuss the following: Pre-cleaning and removing spots Areas of clothing that require special attention in preparing clothing for dry cleaning The need for removal of buttons, ornaments, etc., before placing clothing in the machines

Behavior Desired	Class Experiences
	Weighing clothes to avoid overloading Sorting clothes for dry cleaning Have the students compare the cost of dry cleaning at the washateria with that of the professional cleaning. Discuss the advantages of using a dry cleaning machine for the maintenance of clothing. Have the students make a list of things that cause a delay in getting off to school on time, such as – "Couldn't find my belt." "Had to iron a dress." "My shoes were muddy and had to be cleaned." Discuss and have the students set up plans for elimination of such excuses. With the students plan projects for clothing management. Have the students use their plans for a week, then report the results to the class.
Is aware of colors that go together	Have the class examine color combinations of fabric swatches. Have the students collect colored pictures of blouses and skirts and mount separately on 3 inch x 5 inch cards. Plan a bulletin-board display of good and poor combinations.
Is able to make suitable selections of color combinations	Have the students discuss the blouse and skirt combinations. Have them give reasons why some combinations are good and others are poor. Have the students write a short theme entitled "A Poorly Dressed Person that I Remember." With the students set up a bulletin-board display of new trends in color combinations.
Knows how to choose becoming colors	Discuss how poor color combinations can affect one's appearance. Make plans for a style show presenting new trends in color combinations. Have groups of students drape different colors and combinations of colors around their shoulders and choose the most becoming. Discuss the relationship of colors to one's personal appearance and relate this to job success.

UNIT VI

Maintenance of Health for Job Efficiency
(Suggested Time: 2 Weeks)

Purpose

Learning to develop good eating habits for maintenance of good health

Generalization

Good health habits contribute to job efficiency.

Behavior Desired	Class Experiences
Shows some interest in improving the daily diet	Discuss the effect of proper and improper diet on health—the way we look, the way we feel, the way we act.
Has some knowledge of what food does for a person	Have the students discuss the need for using a basic food guide in planning daily food needs.
Realizes that proper diet is directly related to job efficiency	Have the students write their complete diets for one day. Compare with the basic food guide.
Realizes that breakfast is essential	Discuss the reasons for eating an adequate breakfast.
Eats an adequate breakfast	Have the students divide into groups. Assign a food nutrient for each group to study. Discuss.
	Have a panel discussion on "The Foods We Need and Why."
	Have the students prepare a bulletin-board display of nutrients and what the foods do for the body.
	Discuss the relation of a balanced diet to job efficiency.
Eats foods according to needs rather than likes	Make a separate list of foods that are especially good for— Skin, hair, nails Energy Gain or loss of weight.
	Discuss the effects of weight gain or loss on job efficiency.
	Make a list of other factors relating to job efficiency.
	Discuss the fallacy of basing diet on likes and dislikes.

Behavior Desired	Class Experiences
Realizes that absenteeism affects job efficiency *Has some knowledge of health requirements*	Discuss how rest, relaxation, and hygiene affect job efficiency. Make a list of the causes of absenteeism. Ask the students to talk to employers in the neighborhood, the school counsellor, and the school cafeteria manager concerning causes of absenteeism on the job and report the information to the class. Discuss reasons for absenteeism, such as— Illness—having to do with improper eating Exposure to weather conditions, contagious diseases Exhaustion—poor management of time and energy Emergencies—illnesses, deaths, etc. Make suggestions for possible remedies. Discuss the effects of absenteeism on job efficiency, including loss on the part of the employee.
Has some understanding of what is expected of an employee	Discuss the effects of posture and its relations. Have the principal or outside employer talk to the class on what he expects of a prospective employee. Include such as— General appearance, stressing posture Punctuality Honesty Accepting responsibility Getting along and working cooperatively with others, etc.

UNIT VII

Laundering
(Suggested Time: 30 Weeks)

This unit is designed to provide skills in the care of clothing, not only for job training but also for personal appearance.

The unit includes activities that develop skill in spot removal, washing, and ironing.

Purpose

Learning to care for personal clothing

Generalization

Wearing clothes that are clean, neat, and in good repair improves appearance and helps contribute to a feeling of well-being.

Behavior Desired	Class Experiences
Is aware of the advantages of learning proper laundry techniques *Shows interest in learning how to launder* *Realizes the importance of using appliances correctly* *Has some knowledge of spot removal methods*	Discuss the advantages of knowing good laundry techniques. *Demonstrate and discuss the use of steam irons, including filling and emptying. (Explain why distilled water should be used.) Discuss the proper methods of cleaning and storing the irons. Set up a schedule for keeping the laundry equipment clean. Discuss the proper place to store laundry supplies. Discuss types of bleaches, spot removers, detergents, soaps, and starch. Have the students visit the library to find information on laundry techniques. Topics should include spot removal and methods of ironing various garments. Have the students report their findings to class and discuss. Make plans for a tour of a local cleaning plant; have the students prepare beforehand questions to be answered at the plant. *Complete directions for the demonstrations are found at the end of this unit.

Behavior Desired	Class Experiences
	Demonstrate the following: Starching, ironing, and folding a tablecloth Ironing the blouse with a sleeve board Folding a blouse Demonstrate the proper care of the ironing board cover.
Recognizes well-ironed articles *Appreciates garments that are ironed well* *Keeps own clothes well pressed* *Realizes the need for immediate removal of stains*	Describe the appearance of an article that is ironed well. Discuss the effects of a well-ironed garment on personal appearance; on job efficiency. Discuss and demonstrate the need for proper and immediate removal of stains; select a garment that has an old stain and try to remove the stain; then compare the removal of a more recent stain of the same nature. Discuss ease of cleaning the garment with the fresher stain. Demonstrate ironing the following: Collar, Yoke, Sleeve, Facing, Hem, Seams—shoulder and side (lengthwise, crosswise) Make a list of *Do's* and *Don'ts* in caring for laundry equipment. Include proper use, safety, cleaning, and storage. Have the students bring to class articles of clothing that need laundering.
Sorts clothes properly and realizes the importance of doing so	Discuss the need for sorting clothes according to color and fabric types. Discuss the need for following directions in washing various fabrics. Discuss and demonstrate proper laundry techniques for clothes. Demonstrate the proper laundering of a sweater; have each student launder a sweater.

USING THE WASHING MACHINE

Show and discuss the use of the dial controls in washing a load of laundry.

Explain the washing machine cycles.

Discuss the importance of correct loading and the disadvantages of overloading.

Show the students how to measure detergent without spilling.

Discuss where to keep the detergent, bleach, and starch.

Follow the directions in washing a load of laundry.

Caring for the washing machine

Clean the inside of the washing machine using a clean damp cloth.

Wipe the outside with a clean dry cloth.

Wax the outside of the washing machine monthly.

Keep the top of the washing machine clear. *Do not* use it for storage.

Clean the filter after each use. (Call the custodian to check the machine if it gets out of order. If he cannot repair it, call the supervisor to requisition repair.)

USING THE DRYER

Follow the directions given in the manual.

If only dish towels are to be dried, add two turkish bath towels to help balance the load and to keep the dish towels from sticking to the sides of the dryer.

If the load does not dry in the expected length of time, check the lint trap. Usually the filter needs to be cleaned.

Caring for the dryer

Turn the timer to the *off* position before starting to clean the dryer. Open the door of the dryer and with the thumb and index finger inserted into the two round holes, pull out the round plastic screen and the wire screen.

Remove the wire screen from the plastic screen. Remove all lent. Wipe with a damp cloth. Clean the air opening with a long handled brush. This should be done after each day's use.

Once a month or oftener the inside of the dryer should be cleaned, preferably with a vacuum cleaner. *Method:* Attach the hose to the blower end and move it over the interior of the spinning basket beginning at the top and working down the sides. The lent will be blown into the air intake opening. After removing as much lint as possible with the brush, reverse the hose, placing it in the suction end of the vacuum cleaner. Insert the hose in the air intake and remove the remaining lint.

Wax the dryer monthly, using sani-wax or glass wax.

Keep the top of the dryer clear; *do not* use the top for storage.

DEMONSTRATIONS

Using the dry iron

Push the red button down. (*Note:* You can change from steam to dry by simply pushing the red button down, but some of the hot water may spill out while dry ironing. Therefore it is best to empty the iron.)

Set fabric dial for the correct temperature for each fabric. If clothes are especially damp, set the dial slightly higher. If you iron slowly, set the dial lower.

For best ironing results sprinkle with warm water evenly over the clothes. Fold sprinkled clothes evenly and smoothly. Wrap in plastic for 1–2 hours. If need be, they can be stored overnight in the refrigerator.

Care and storage of the iron

Always store iron upright on its heel rest.

Always allow to cool before storing.

Wrap cord loosely around iron handle for storage being sure that the iron is completely cool.

If starch sticks to the soleplate, clean with a mild, non-scratchy cleanser. Rewax surface by ironing over wax paper with fabric dial set at *warm*. Wipe off excess wax; polish with a dry cloth or paper towel.

If soleplate is scratched, remove rough edges with a fine sandpaper or OO steel wool; then rewax.

USING THE SUSSMAN STEAM IRON

Tighten hose with nut. Place the iron on an asbestos pad. (Stress the importance of this.)

Turn the tank counterclockwise to open it. Take the cover off.

Fill tank with 3 gallons of distilled water (ordinary water will clog the valve); close the tank cover.

Pump up tank pressure until the gauge reads 30 pounds. When the pressure drops below 15 pounds, the tank must be pumped again.

Allow the iron to heat for 10 minutes; then turn the tank valve to the right. When turning off the iron, close the valve first by turning to the left. (If this is not done, water will flow to the iron before it is properly heated.)

To start ironing, press the thumb on the lever of the ironing valve. This will supply steam.

Turn the thermostat to desired temperature. Synthetics and sheer fabrics should be ironed on a low setting. When the thermostat is on high, steam will be superheated and will not be visible.

If the iron is not to be used for a long period of time, be sure to turn it off. Wash out tank once each week with clean water.

Do not rest the iron on the ironing board cover. Use asbestos pad for iron rest when iron is not in use.

Using a steam iron

Set fabric dial at the *red* steam band according to the fabric you are planning to steam iron and allow to heat 2 minutes.

Push the red button *down* to fill. Use a clean glass measuring cup with a pouring spout. Pour about 3/4 cup of distilled water into funnel at front of handle. Refill by setting the iron on its heel rest; press the red button down and refill.

Bring iron down to ironing position and release red button to *up* to start the steam flowing. To stop the steam flow, push the button down.

To iron, use long slow strokes so that the fabric may be steamed, then press by the heat of the soleplate. Always rest iron on its heel rest.

Always store the iron on its heel rest. Empty the water before putting the iron away. This is done by pressing the push button to *down* and tipping the iron while still hot so that the remaining heat will dry it thoroughly.

UNIT VIII

Wood Finishing and Upholstering

(Suggested Time: 30 Weeks)

Purpose

Creating an interest in improving the appearance of furniture in the home—

Helps students realize that used furniture can be made serviceable and attractive;
Helps students realize that skills developed in refinishing furniture can lead to gainful employment.

Behavior Desired	Class Experiences
Becomes interested in creating new furnishings from old material *Desires to learn how to refinish furniture* *Realizes the need for refinishing the entire piece* *Understands that work can be done as time permits* *Takes pride in refinishing personal articles*	Show and discuss pictures of refinished furniture. Discuss types of furniture that can be easily refinished. Demonstrate removing and recovering a slip seat. Demonstrate refinishing a chair frame, using both stain and painted finish. Demonstrate making an upholstered stool by covering a padded board with fabric and attaching screw-on legs. Discuss the type of clothing to be worn when refinishing furniture. Have the students refinish small pieces of furniture. (*Note:* Find old pieces of school furniture that need refinishing.) Have the students bring small items from home to be refinished. Help the students list supplies needed for personal projects. Discuss colors needed for each project.

UPHOLSTERY DEMONSTRATION

Slip Seats

Equipment needed:

Tack hammer
Tack puller
Screwdriver
No. 3 tacks
Tape measure
Yard stick

Pencil
Muslin
Cotton padding
Newspaper
Scissors

Steps in covering a slip seat

Detach the seat by removing four screws from corners of seat. (*Note:* Be sure to save screws. Place screws back into their original locations as soon as the seat is removed. Refinish wood, if needed, as directed under Wood Refinishing.)

Remove all fabric. Loosen and remove tacks with tack puller, then lift old seat cover off carefully.

Measure and record length and width of seat.

Tear the cotton padding the exact size. *Note: Never cut padding.*

Lay the cotton over the seat. (If the chair sinks in a certain spot, lift the top layer of cotton and use several patches of cotton to fill in the sunken area. Smooth the outer edges of the patch of cotton and replace the top layer.

Taper the cotton down to the edges of the seat and tear off any overhanging cotton.

Measuring fabric—

Measure for muslin the length and width of the seat from lower edge to lower edge. Record these figures plus 2 inches on each side.

Mark exact center of all sides of seat with a pencil.

Straighten the grain of muslin and fabric.

Cut muslin according to recorded measurements.

Mark exact center of all sides of muslin.

Covering the seat with muslin

Match centers of muslin with centers of seat. Tack lightly and pull muslin with an equal amount of tension.

Tack all sides making sure not to cover holes where the screws go. (*Note: Do not* sink the tacks until the covering has been checked for accuracy of grain and for smoothness.)

Sink the tacks, miter the corners, then tack down securely.

Trim off excess muslin.

Covering the seat with fabric

Measure the fabric in the same manner as measurement of muslin.

Mark centers of fabric.

Match with centers of muslin, pull evenly, and tack lightly.

Tack on all sides making sure not to cover the holes where the screws go. (*Note: Do not* sink the tacks until the covering has been checked for accuracy of grain and for smoothness.)

Sink the tacks, miter the corners, and tack down securely.

Trim off excess fabric.

Replacement of seat

Turn the chair upside down.

Place seat in exact location and tighten the screws securely.

Wood refinishing on chair frame

Equipment needed–

Sandpaper
No. 4 Steel wool, fine
Old English scratch remover
Rags

Procedure for removing scratches–

Using No. 4 sandpaper, sand lightly all scratches. *Do not* remove finish.

Dust chairs with clean cloth to remove all dust.

Apply Old English scratch remover by saturating a clean small cloth and wiping all over the chair frame. Give special attention to sanded areas.

Wipe lightly with a dry cloth.

Allow to dry.

WOOD REFINISHING DEMONSTRATION

Equipment needed–

Varnish or paint remover
Steel wool, fine
Clean rags
Rubber gloves
Paint brush

Suggestions for working–

Follow directions on the paint remover can.

Keep the work area covered with newspapers.

Keep the materials organized.

Keep clutter removed as you work.

Rub with the grain when using steel wool.

Allow the furniture to dry thoroughly before applying finish.

Applying a natural finish–

Cover the surface with a dull varnish, following directions for the product used.

Apply one or two coats, allowing for a thorough drying between coats.

Painting furniture–

Remove finish, following directions on the paint remover can.

Wipe with water to clean and allow to dry thoroughly.

Sand lightly, then dust well with a clean cloth.

Dilute paint with paint thinner, using 4 parts thinner to 1 part paint.

Apply 3 coats of paint, sanding lightly after each coat has dried thoroughly.

Apply glaze and rub with cheese cloth. Allow to dry thoroughly.

If desired, spatter with a color which blends, using a toothbrush which has been dipped into the paint.

UNIT IX

Industrial Sewing

(Suggested Time: 30 Weeks)

Purpose

Learning to use the industrial sewing machine

Generalization

The garment industry needs efficient sewing machine operators.

Behavior Desired	Class Experiences
Shows an interest in using the industrial sewing machine.	Discuss requirements for training industrial sewing machine workers. Set up rules for sewing machine care, such as – Never scratch or mar sewing machine cabinet. Allow sewing machine's motor to warm up (about 1 minute) before using. Cover sewing machines at the end of each day with sewing machine covers. Make sure to use the correct sewing machine needle in each machine and make sure it is inserted correctly. Demonstrate: Threading the machine Position of feet Raising and lowering machine chair Starting and stopping the machine Raising and lowering the presser foot Inserting the bobbin Using the thread cutter. Have the students trace threading of the machine on a mimeographed diagram.

Behavior Desired	Class Experiences
Is eager to practice	Have the students practice the six exercises required in training machine workers. (Listed in the Industrial Workers' Manual) *Note:* Use a double thickness of fabric, 6 inches by 6 inches, for practicing stitches.
Works enthusiastically to improve sewing techniques	Have the students draw with a ruler diagrams for the first three exercises.
Takes pride in displaying work	Have the students judge the best set of exercises and display it on the bulletin board. *(Note:* Have the winner write her name on a piece of fabric and stitch on the marked line. Wash out marked line. Press swatch and mount on the bulletin board.) Cut out a pattern and mark the sewing symbols. Demonstrate and discuss pattern markings. Demonstrate laying the pattern, pinning,and cutting out the garment. Demonstrate assembling and sewing the garment. Have the students practice each step in making the garment, stitching as each step is learned. Demonstrate trimming of a garment by use of the zig-zag machine. Suggested projects: Serging dish towels Hemming dish towels Making pot holders Making simple gifts, such as aprons, bedroom slippers, embroidered items, etc. *Note:* If the students show enough interest, the teacher should check with organizations such as a health center or the Red Cross for class projects. For such projects, set up assembly line production.

DEMONSTRATIONS

Threading the Straight-Stitch Machine

Follow the directions in the machine manual.

Threading the Zig-Zag Machine

Follow the directions in the machine manual.

Threading the Serger

Thread serger in the proper order:

Needle thread or center cone should be threaded first.
Right looper should be threaded next.
Left looper should be threaded last.

There is a tension for each of the three threads which controls the tightness or looseness of each.

There is no bobbin to the serger. However, the right looper thread goes through a channel below the head of the machine quite similar to a bobbin thread.

Three threads interlock to form a looped chain stitch. To obtain a good stitch, all threads *must be* threaded properly. (*Note:* The students understand this better if three different colors of thread are used.)

The oil gauge, located on the lower front of the machine, must be checked regularly to make sure there is enough oil in the machine. The oil well must be filled to the red mark on the gauge. Singer oil, type *H,* must be used for oiling the serger.

The machine is oiled by pouring type *H* oil in the well located at the back of the machine behind the needle thread tension and to the left of it. Raise the small cap marked with the patent number and the well can be seen.

The machine is equipped with a cutter that trims away excess material as it stitches.

The top platform of the machine should be raised so that the inner parts of the machine can be brushed free of lint regularly.

The students seem to learn to thread the serger successfully when—

The teacher demonstrates the threading of one spool at a time and to one student at a time. (*Note:* Teach one student to thread the serger. Test the student's work to be sure it is correct. This student, in turn, will teach another to thread the serger.)

The teacher labels each spool, starting with the center spool (the needle thread), which should be threaded first. (Label it Number 1 or a specific color.)

The teacher demonstrates the threading of the right looper thread, which is to the right of the center or needle thread when facing the machine. (Use the second thread color.)

The teacher demonstrates the threading of the left looper thread, which is left of the needle thread when facing the machine. (This is the third thread color.)

The teacher allows the students to work in groups, having one student thread the machine and the others look on, helping the student correct mistakes as she threads the machine.

Caution: Thread the serger step by step.

DIRECTIONS FOR THREADING THE 246/43 MACHINE, THE SERGER

Threading the needle thread

To raise the platform, detach the hook located directly above the 26 inch mark on the yard measure located on the cabinet of the machine.

Using the serger threader, guide the thread upward to the center bar above spool No. 1 or first color, then through bar loop, guiding the thread from left to right.

Run the threader downward through eyelet one (1), then upward and down through eyelet two (2)—center eyelets nearest center spool.

Run the threader downward through eyelet behind tension, located on the top of the machine.

Run the threader around tension, one turn, then straight to channel opposite tension. Receive needle threader with thread at the opposite end of the channel and bring thread up through eyelet on thread takeup lever.

Now, guide thread downward and thread the curved needle.

Pull the thread outward diagonally. Let it rest on the panel until the other threads are threaded.

Thread right looper next. (*Note:* This thread, or second color, is on the right hand side when facing the machine.)

Threading the Right Looper Thread

(Mark it No. 2 or second color)

Guide thread No. 2 from spool upward through upper bar loop.

Then guide the thread downward to the lower bar through the first eyelet.

Now guide it upward and down through the second eyelet (left).

Next, run the thread down to and through the eyelet located below needle thread tension and just above right looper tension.

Bring the thread up over the tension, then down.

Now, open the panel, located beneath the right and left tensions, bearing the name *Singer.*

Guide the thread through the eyelet which is located directly below the right tension.

Then guide the thread toward the left to the open socket. Skip the first eyelet in the socket.

Guide the thread through the bar, left of the first eyelet.

Continue through the first eyelet on the double eyelet bar.

Then guide the thread through the last eyelet in the socket.

Now open the larger panel, connected with throat plate, by pushing against its inner edge with the thumb.

Guide the thread through the channel located just left of the open socket.

Receive needle threader with thread at the other end of the channel.

Now guide the thread upward through a long, narrow slot directly above the left end of the channel.

Guide the thread through the small opening, or hole, at the top end of the narrow slot.

Now, turn the balance wheel, located at the far right side of the machine, until a lever, located inside the machine below presser foot, can be seen. This lever has an eyelet at the top through which the threader and thread must pass.

Turn the balance wheel until this eyelet is even with the needle threader, which should now be resting in the small opening above the long, narrow slot.

Push the threader through and pull the threader with thread up and out of the machine.

Remove needle threader from thread.

Lay thread aside on panel platform.

Thread left looper next with No. 3, or third colored thread.

Threading the Left Looper Thread

(Mark it No. 3 or third color.)

Guide the thread upward from the spool to the upper bar through eyelet.

Bring the thread down through first eyelet located on lower bar.

Bring the thread upward, then down, through the second eyelet on the lower bar.

Then guide the thread downward through the eyelet, located just above the left tension.

Bring the thread under the lever, then up and over the tension.

Guide the thread through the first eyelet below the left tension.

Next, guide it through the first eyelet in the socket.

Guide the thread through the bar and through the second eyelet on the double eyelet bar.

Then, guide it upward to and through the slanted channel located above and to the left of the open socket.

70

To guide the needle threader with thread through the slanted channel, the needle threader must be curved slightly to con form to the shape of the channel.

Receive the needle threader with thread just inside the machine near the inner edge of feed dog and curved needle.

Remove the needle threader from the thread.

Thread eyelet to curved lever inside the machine; the lever resembles a curved upholstery needle. Thread from front to back. *Note:* The balance wheel at the far right of the machine controls this lever. Move the wheel backward and forward to observe its movement.

Pull the thread outward in a slanted direction toward the back of the machine, placing it across the panel with the other two threads.

Threading is completed.

UNIT X

Household Services

(Suggested Time: 30 Weeks)

This unit is designed to help students become more efficient in taking care of the home. Skills acquired will be useful in the student's own home or for gainful employment.

Purpose

Developing skills required in household services

Generalization

Housekeeping skills learned will always be useful to the homemaker.

Behavior Desired	Class Experiences
Has knowledge of skills required for successful work in household services	Discuss with the class various skills required for work in household services and the importance of acquiring these skills. Discuss the importance of accuracy and neatness in household services.
Makes an attempt to increase her ability in general cleaning	Discuss and make a list of other factors involved for success in household services. Ask each student to make a list of the things "I know how to— ."
Uses and cares for equipment properly	Have the students discuss and make a list of the various items to be considered when getting ready to clean a room. Discuss articles that require special handling.
Is aware of areas that must be cleaned	Discuss such things as— Areas to look for in cleaning Best types of cleaners required for specific jobs.
Is familiar with various household equipment and cleaners	Discuss and demonstrate— Use, care, and storage of cleaning equipment Methods of cleaning walls, woodwork, blinds, drapes, window sills, and windows.

Behavior Desired	Class Experiences
Realizes that accuracy and neatness are a must for success on the job	Discuss the correct handling and cleaning of delicate household items. Demonstrate and discuss the following: Proper use, care, and storage of the vacuum cleaner Proper cleaning, dusting, and waxing techniques for furniture, floors, and appliances Proper care of draperies, blinds, and windows Demonstrate proper bed making. Discuss the importance of changing sheets and turning the mattress frequently. Make a chart of cleaning jobs required to keep the classroom clean. Rotate cleaning jobs. Have the students make a list of all cleaning supplies and equipment used in cleaning. Have a panel discussion on things we need to know about house cleaning.

UNIT XI

Exploring Job Opportunities

(Suggested Time: 1 Week)

Purpose

Qualifying for the job
Getting along on the job

Generalization

Preparation for the job makes it easier to get a job.

Behavior Desired	Class Experiences
Is aware of jobs that exist in the community *Realizes that some training is required for all jobs*	Have the students conduct a simple survey of jobs in the community. Give each student a letter of the alphabet and have him find as many jobs as possible beginning with that letter. With the students make a separate list of jobs that require high school diplomas. Have the students investigate sources of job information; for example, telephone and street directories, newspaper want ads, Employees–Employers Occupational Guide, etc.
Shows some maturity in choosing a job suitable to ability *Understands factors that determine the type of work suitable*	Discuss securing employment. Define the terms *hobby, interest, aptitude, skills.* Discuss the relationship of these words to decide on the type of work desired and the relationship of these words to each other. Have the students make a list of the various jobs in the community that are available for teen-agers.
Has knowledge of requirements for some jobs	Discuss the training required for these jobs. Have the class visit the library to find information on kinds of jobs and the training necessary for these jobs. Have the students select a job of interest to them and discuss the reasons for their choice.
Shows some desire to investigate job opportunities	Have the students make a list of job requirements with a salary scale. Make plans for a field trip exploring job opportunities.

Behavior Desired	Class Experiences
	Have the students ask the dietitian why health certificates are needed and what the requirements are for a health card. Have the class observe the facilities in the classroom for a better understanding of training required for certain jobs.
Shows an interest in learning to use equipment correctly	Have the students find out how the equipment is cared for, used, and stored.
Works well with others	Have groups of four students at a time work in the cafeteria during the preparation for lunch, alternating duties to assure students of new experiences.
Is interested in learning about various job opportunities	Conduct field trips for exploring job opportunities, such as: Local cleaning plants Bakery plants Ice cream and milk companies Beauty shops Dress, shoe factories Show pictures of equipment and machinery used in various establishments, discussing as each picture is shown. Have a resource person from the vocational guidance center talk to the students about various jobs and their required qualifications.
Has the ability to fill out necessary forms of application	Discuss the importance of having a health card and a social security card. Explain the need for a chest Xray and blood test for a health card. Make arrangements to obtain a health card and a social security card. Discuss and demonstrate filling out forms for social security card and job applications.
Is relaxed when meeting employers	Discuss the importance of how to act when meeting the employer. Define the term *interview.*

Behavior Desired	Class Experiences
Has a knowledge of what an employer usually expects of an employee	Have the students role-play "Miss Right" and "Miss Wrong" in dressing for an interview. Have the students list the *Do's* and *Don't's* for an interview. Invite a personnel manager to discuss with the class such topics as: What he looks for in the individual during the interview What he expects of his employees What the methods are of advancing on the job What his reaction is to dishonesty, cooperation, promptness, attitude Discuss the importance of getting along on the job. Have the class make a list and discuss courtesy words, such as: please — cooperate thank you — I beg your pardon share — help sorry — excuse me good morning Discuss the contribution the use of courtesy words makes toward achieving good relationships.
Realizes the importance of getting along on the job	Discuss how inability to get along with others affects the work or the company. Have the students compile a personality check list, then rate their own personalities. Discuss the personal characteristics receiving the highest score. Discuss and help the students make a list of traits that can and should be improved.

Behavior Desired	Class Experiences
	With the students, compile a glossary of terms related to the job, such as: union — honesty dependability — tardiness punctuality — cooperate manners — qualifications efficiency — accuracy skill — neatness requirement — attitude Make flash cards using these words. Hold each card before the class, asking the students to make sentences using these words in relation to job success. Assign the following topics for group discussions: Reasons an employee may be fired How to correct habitual tardiness Importance of following instructions Manners on the job

DUTIES OF VARIOUS JOBS IN THE FOODS CLASSROOM

Supervisor

Assists the teacher in performing supervisory jobs

Reviews the written list of each girl's duties and checks each duty to see that it is completed and well done

Checks to see whether the uniforms are clean and properly ironed and whether hairnets are correctly used

Sees that air vents are turned on and off at the correct time

Checks all cleaning supplies at the end of the day to be certain that they are cleaned and correctly stored

Sees that the garbage cans are emptied and properly cleaned

Checks the dishwasher to see that it is properly drained

Checks the dishes to see that they are in the proper places and stacked correctly

Keeps time for the class. Rings the bell 25 minutes before the end of class to allow time for cleaning

Calls time at the end of a 5—minute dressing period

Keeps a record of the uniforms to be washed and ironed

Food Storeroom Manager

Keeps an inventory of food supplies

Turns in to the teacher a daily record showing all foods used and the amount of each

Makes a market order for the next day's menus

Checks supplies received

Arranges supplies,when they are received,on storage shelves

Replenishes staple supplies in small containers when requested

Keeps shelves in both storerooms arranged neatly and orderly

Labels each storage jar

SUGGESTIONS FOR STORAGE MANAGEMENT

Arrange small items in front of large items.

Dust shelves before storing items.

Arrange items not used frequently on higher shelves.

Arrange items used frequently on lower shelves so that they can be reached easily.

Clean the foods storeroom floor.

Dishwasher

Preparation:

Requisition supplies needed for the next day.

Prepare solution of flatware disinfectant and place in left hand corner of dish machine.

Empty still water well and leave emptied until the next day.

Check dri-vac bottle to be sure it is filled for the day.

Clean up:

Scrape all plates with rubber spatula. Separate foods and paper.

Prewash all glasses and cups by hand in dish machine sink using pot soap.

Separate all flatware and soak in a solution of disinfectant for the suggested length of time.

Rack all plates, cups, glasses, and bowls separately; then wash.

Scrub bus boxes twice daily with a soap, water, and clorox mixture.

Wipe bus cart with a solution of vinegar and water.

Mop kitchen floor with a clorox, water, and soap mixture.

Scrub the dish machine waste receptacle with a solution of clorox, soap, and water.

Clean the lower and upper shelves with vinegar and water.

Clean the dish machine with vinegar and water.

With each fourth load of dirty dishes, add 1 tablespoon of dish machine soap.

SUGGESTIONS FOR USING DISH MACHINE

Rack a dinner plate and a small plate side by side, never two dinner plates that will overlap.

Separate knives, forks, salad forks, and teaspoons. Place each type in a separate cylinder cup.

Arrange coffee cups in flat dish rack bottom side up. Do not stack.

Wash only service pieces and flatware in the dishwashing machine.

Hand wash bus trays with solution of 6 parts water, 1 part clorox.

Clean bus cart with solution of 1 part vinegar to 4 parts water.

Pot and Pan Washer

Preparation:

Requisition all supplies needed daily.

Clean all pots, pans, and utensils daily.

Scrub two work tables daily with institutional cleaner, clorox, and brush.

Clean and polish all work sink shelves, both above and below, with a vinegar and water solution.

Wash all bakers' utensils.

Clean the lavatory and keep a supply of soap and towels in the utility room as needed.

Clean sink and counter space after use.

Place all dirty laundry in laundry container after clean up.

Suggestions:

Soak all pots and pans with hard food particles in soapy water while washing and scrubbing other articles.

Always use pot soap when scrubbing pots and pans.

Wash all plastic items in the pot sink.

Salad Girl

Pre-preparation job:

Requisition all supplies needed in salad making.

Make all salad dressings.

Section grapefruit—store in the refrigerator.

Section oranges—store in the refrigerator.

Remove seeds in grapes—store in the refrigerator.

Wash all salad greens, wrap tightly, and store in the refrigerator.

Clean parsley.

Ask the teacher for recipes for molded salads.

Preparation job:

Make all salads—

Fruit
Molded fruit
Vegetable
Meat

Cleaning jobs:

Store all leftover salads.

Store all leftover salad greens.

Store all leftover filling.

Clean the refrigerator daily,using water and vinegar on the outside.

Arrange contents in the two upper shelves of the refrigerator neatly.

Clean shelves, upper and lower, with a solution of vinegar and water.

Deliver dirty utensils to pot washer.

Arrange clean salad utensils in the drawer neatly as they are received from the pot washer.

Clean the sink in the salad area.

Place all dirty towels in the laundry container.

Suggestions:

For crisp, fresh parsley, wash the parsley in cool water, line the bottom of a jar with paper toweling, and place the parsley in the jar. Refrigerate.

For crisp lettuce, wash and core the lettuce the day before serving. Wrap in foil, a plastic bag, or damp cloth. Store in the refrigerator on the bottom shelf.

Keep foods arranged neatly on the shelves in the refrigerator. Never store smaller items behind larger ones. This prevents loss of time in looking for things.

Wipe up immediately foods spilled in the refrigerator; this makes for easier cleaning later.

For the sake of safety, pick up or wipe up any spilled foods and put in the garbage immediately.

Hostess and Waitress

Preparation:

Requisition supplies needed for the next day.

Pre-set the tables.

Clean and fill the containers for sugar, salt, pepper, catsup, coffee, and cream.

Make all beverages.

Serve ice water to each customer before taking his order.

Maintain a pleasant attitude.

Write plainly all orders and see that they go to the right cook.

Check the orders to see that they are correctly filled and served to the right persons.

Garnish all plates according to the menu of the day.

Cleaning jobs:

Keep service station clean along with the shelves above and below. Wipe with a damp cloth using a stainless steel cleaner. Wipe dry.

Clean the ice machine with a damp cloth as needed.

Clean the glass coffee urns with vinegar and ice or clorox and ice. Dry thoroughly.

Clean the urn with vinegar and water; then dry.

Keep waitress refrigerator clean and neatly arranged.

Fill ice bin daily.

Suggestions:

Set the table with a knife, fork, spoon, napkin, cup and saucer.

Stay neat and well groomed at all times.

Greet the customer quietly and in a friendly manner.

To freshen the appearance of sliced lemons, run cold water over them and drain on paper towels.

Place one-half teaspoon of coffee cream from each pitcher in a cup. Taste each separately to be sure that cream is fresh.

Bus Girl

Preparation:

Place a bowl near the pot sink. Fill with a solution of 8 parts clorox and 1 part water. Wet a clean cloth with the solution.

Place the wet cloth on the bus cart by the tray to use for wiping sugar, salt, pepper, mustard, and catsup containers as needed.

Immediately mop up any spills on the floor, using a clean mop and water.

Cleaning jobs:

Clear the tables and deliver all dirty dishes in bus trays to the dishwasher.

Clean the tables with a clorox and water solution as each customer leaves the table.

Wipe chair seats with a damp cloth; dry thoroughly.

Clean chair rails daily with a dry cloth.

Clean the table base with soap and water.

Mop the floor daily with clorox and water (1/2 gal. clorox per mop bucket of water).

Remove the mop head and soak in soapy water. Rinse and re-soak, adding clorox. Wring, rewash, and rinse thoroughly. Spread on pot sink counter to dry.

Suggestions:

Clear the tables of dirty plates as soon as the customer finishes eating.

When the customer leaves the table, clear all dirty dishes and wipe the table with a damp cloth dipped in clorox and water or change the tablecloth.

Take the plates and other dishes to the bus cart.

Always place the largest plates around the edge of the top bus tray. Place the cups in the middle of the top bus tray.

Set the glasses right side up in the bottom bus tray only. Do not empty the glasses in the bus tray.

Roll the cart to the dish machine.

Grill Cooks

Preparation:

Requisition all foods needed the next day.

Place the requisition in a folder on the teacher's desk.

Receive orders from the waitress and fill as received.

Put order on the counter with food check as soon as it is filled.

Ring the call bell when the order is placed on the counter.

Have the grill heated and ready to use.

Have all grill supplies clean and ready to use.

Have the foods neatly arranged and ready to cook.

Butter buns and brown on the grill.

Cleaning jobs:

Keep foods neatly arranged in the cook's refrigerator.

Keep the drawers under the counter clean and neatly arranged.

Clean grill and grease pan daily.

Clean and put away all equipment used.

Store all leftover foods.

Suggestions:

Keep work area neat and clean at all times.

Keep a folded wet cloth handy for wiping off the spatula as needed.

Sandwich Cook

Preparation jobs:

Requisition all foods needed for the next day.

Place requisition in requisition folder on the teacher's desk.

Receive orders from the waitress and fill the order.

Put each order with its food check on the counter as soon as completed.

Ring the call bell when placing an order on the counter.

Prepare all condiments.

Prepare cold sandwiches and waffles.

Toast buns or bread in bun or bread toaster.

Cleaning jobs:

Keep shelves and drawers underneath the sandwich board clean and neatly arranged.

Clean sandwich board and waste tray.

Empty the waste tray.

Clean the toasters with a damp cloth, then dry with a clean, dry cloth.

Take waffle trays to pot sink for washing.

Clean and put away all equipment used.

Clean counter top and sides.

Deliver dirty equipment to the pot sink for washing.

Clean the slicer.

Place all dirty laundry in the laundry container after clean up.

Suggestions:

Keep condiment trays neat and clean.

Store all leftover foods.

Keep counter and equipment wiped clean.

Put such vegetable trimmings as celery tops and leftover tomato slices in freezer container and store in refrigerator for use in making soup.

Stir mayonnaise and mustard when it darkens after being exposed to the air.

Housekeeper

Daily cleaning jobs:

Gather cleaning supplies needed for the day.
Sweep the floors daily:

Dressing room—after the foods workers have finished dressing and cleared the area
Main floor—15 minutes before the end of the period
Mop closet floor—after the mops have been used.
Grooming floor area—after manicuring or shampooing is complete and the area cleared

Clean the shelves near the entrance doors, closets, grooming area. Keep pamphlets and books neatly arranged.

Clean fingerprints and other marks around door handles and light switches with a damp, soapy cloth. Dust light switches with a dry cloth.

Remove foot marks at base of entrance doors with a warm solution of soap and water.

Dust and arrange shelves at shampoo bowl.

Wipe doors at shampoo bowl.

Check to see that door mats are cleaned and placed properly.

Clean rungs of chairs with a damp cloth.

Clean mirrors daily or as needed.

Empty all trash cans by turning upside down over old newspapers.

Place all dirty laundry in the laundry container after cleaning.

Weekly cleaning jobs:

Mop classroom floor with clorox and water, using a 4 to 1 mixture:

Storage rooms
Main floors
Grooming area
Laundry area

Check shelves for general supplies and arrange as needed.

Clean the shelves in the grooming area and rearrange supplies.

Bi-weekly cleaning jobs:

Wash chalkboards twice a week. (Wednesday and Friday)

Monthly cleaning jobs:

Check progress chart to find out when windows were last washed.

Gather supplies for window washing.

Wash windows.

Note: Report any damaged or missing items to the teacher.

Cook

Preparation:

Requisition all foods needed for the next day.

Place requisition in the folder on the teacher's desk.

Clean, cut, and cook all vegetables.

Prepare all soups.

Prepare all cooked foods according to the menu of the day.

Prepare all meats for salads.

Prepare all cooked ingredients for salads.

Receive orders from the waitress and fill them as received.

Put the orders on the counter with the food checks as soon as they are filled.

Ring the call bell when the order is placed on the counter.

Cleaning jobs:

Clean the top of the range daily with soap, water, and Brillo. Wipe top shelf of the range.

Clean the oven after each use. Check with the supervisor.

Check to see that pilot lights are all burning.

Store all left over foods.

Put away and arrange all equipment used.

Place all dirty laundry in laundry container after clean up.

Suggestions:

Keep foods neatly arranged on the range at all times.

Keep work table clean and neat.

Place unusable vegetable trimmings and slices in the freezer container for use in making soups.

If food runs over in the oven, sprinkle table salt on it to prevent burning and smoking. Clean after the oven is cool.

Note: Place food on a tray to cook in order to catch spills and to prevent boiled-over food from burning and sticking to the bottom of the oven.

Fry Cook

Preparation:

Requisition all foods needed for the day.

Place the requisition in a folder on the teacher's desk.

Set up deep fat fryer.

Prepare all dry foods and eggs cooked in a skillet.

Make batter for all fried foods. Make sauce for the fish dishes.

Receive all orders for fried food from the waitress and fill in the order received.

Put each order and food check on the counter as soon as completed.

Ring the call bell when an order is placed on the counter.

Cleaning jobs:

Properly clean the charcoal broiler, deep-fat fryer, and gas burners.

Clean up and put away all equipment used.

Store all leftover foods.

Keep lower shelves and drawers underneath the counter clean and the contents neatly arranged.

Deliver dirty equipment to the pot sink to be washed.

Place all dirty laundry in laundry container after clean up.

Suggestions:

Keep foods neatly arranged in the freezer and the refrigerator.

Keep the counter and equipment wiped and clean.

Laundress

Preparation:

Gather all cleaning equipment—detergent, stain removers, measuring cup, and starch.

Collect all dish towels, manicuring tools, undercloths, tablecloths, napkins, and uniforms for washing.

Remove stains from all laundry before placing the articles in the washing machine. (See stain removing chart.)

Assemble ironing equipment—iron, distilled water, measuring cup—before beginning to iron.

Spray starch all uniforms, tablecloths, undercloths, and napkins.

Ironing and related jobs:

Iron all tablecloths, undercloths, napkins, and uniforms jointly with assistant laundress.

Hang up each uniform when the ironing is completed.

Fold and store all dish towels, iron tablecloths, undercloths, and napkins.

Cleaning and storage jobs:

Wash and dry all dish towels, manicuring towels, undercloths, tablecloths, napkins, and uniforms.

Drain water from steam iron after each use.

Clean iron plate weekly, using fine steel wool.

Store iron, distilled water, and measuring cup in the proper place after each use.

Suggestions:

Study stain removal chart before washing linens and uniforms.

Use 1/2 cup detergent for each load of laundry.

Always rest the iron on its heel when not in use.

Empty the water from the iron while it is still hot.

Assistant Laundress

Preparation:

Assist laundress in gathering cleaning equipment and dirty laundry; in removing all stains; in washing and drying.

Gather ironing equipment—iron, distilled water, measuring cup—before beginning to iron.

Ironing and related jobs:

Iron all tablecloths, undercloths, napkins, and uniforms jointly with laundress.

Hang up each uniform when ironing is completed.

Fold all dish towels and manicuring towels.

Cleaning and storage jobs:

Store all towels and linens neatly in the linen closet.

Drain water from steam iron after each use.

Using fine steel wool, clean iron plate weekly.

Store iron, distilled water, and measuring cup in proper place after each use.

Suggestions:

Separate the stained towels and store away from the other towels.

Always rest iron on its heel when not in use.

Empty the water from the iron while it is still hot.

Baker

Preparation:

(Prepares and is responsible for all sweets, bread, rolls, pastry, icing, and decoration.)

Requisition all supplies needed daily.

Place requisitions in folder on the teacher's desk.

Cleaning jobs:

Clean oven once a week with oven cleaner.

Store leftover foods.

Deliver dirty equipment to the pot sink for washing.

Put away all equipment used.

Place all dirty laundry in laundry container after clean up.

Suggestions:

Accurately measure all ingredients used.

Follow all directions as listed.